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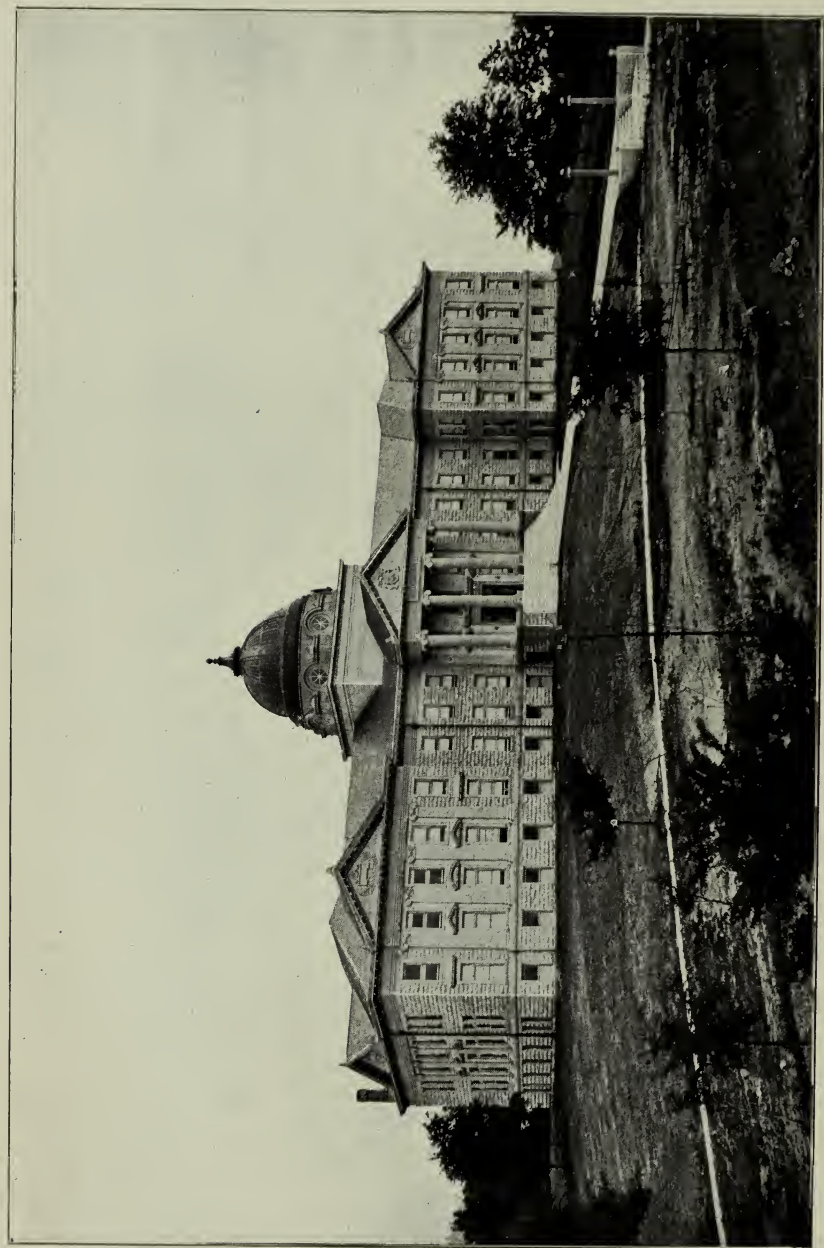
MISSOURI STATE NORMAL SCHOOL

THIRD DISTRICT

A COLLEGE FOR TEACHERS
CAPE GIRARDEAU, MISSOURI



CATALOGUE
1907



ACADEMIC HALL

BULLETIN

OF THE

State Normal School

THIRD DISTRICT

A COLLEGE FOR TEACHERS

Vol. 8

JUNE, 1907

No. 1

CATALOGUE

Circular for
1907-1908

CAPE GIRARDEAU, MISSOURI

Published by the Missouri State Normal School, Third District.

Issued January, March, June, October and December.

Entered at the Post Office at Cape Girardeau, Mo., as second-class matter.

Printed by the Daily Republican, Cape Girardeau, Mo.

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CALENDAR.

1907.

Wednesday, September 11..Registration and Classification
Thursday, September 12.....Recitations begin
Thursday, November 28.....Thanksgiving recess
Saturday, November 30.....First Term ends
Tuesday, December 3.....Second Term begins
Friday, December 20.....Holiday Recess begins

1908.

Thursday, January 2.....Recitation resumed
Saturday, February 29.....Second Term ends
Tuesday, March 3.....Third Term begins
Thursday, May 21.....Third Term closes
Tuesday, May 26.....Summer Term begins
Friday, August 14.....Summer Term closes

W. M. O. S. No. 10, State Normal, 1907-08.

BOARD OF REGENTS.

Moses Whybark, Marble Hill.....	}	Term expires January 1, 1909
E. P. Caruthers, Kennett.....		
Wells H. Blodgett, St. Louis.....	}	Term expires January 1, 1911
E. A. Rozier, Farmington.....		
Louis Houck, Cape Girardeau.....	}	Term expires January 1, 1913
Leon J. Albert, Cape Girardeau.....		
Hon. Howard A. Gass.....		
.....State Superintendent of Public Schools		

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E. A. Rozier	Vice-President
L. J. Albert	Secretary
R. B. Oliver	Treasurer

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Moses Whybark.....	Marble Hill
Leon J. Albert	Cape Girardeau

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JEPHTHA RIGGS, A. M.,
Assistant in English.

Missouri State Normal School.

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Supervisor of Training School and Professor of Education.

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Assistant in Latin and Instructor in German and French.

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Librarian.

IDRESS ADALINE HEAD, M. E. L.,
Assistant in Mathematics and English.

.....

Professor of Agriculture.

CHARLES LAMB,
Manual Training.

CELIA CAMPBELL,
Vocal Music.

BLANCHE COHEN,
Vocal Music.

NORA NAETER,
Piano.

GERTRUDE BECKER,
Elocution.

JAMES CLYDE ELDER, B. S.,
Physical Director.

CAROLINE LIVINGSTON,
Drawing.

ELIZABETH FULTON,
Domestic Science and Domestic Art.

.....
Assistant in Manual Training.

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High School and Grammar Critic Teacher.

GENEVIEVE FISHER,
Intermediate Critic Teacher.

KATHERINE PASCH,
Primary Critic Teacher.

MRS. ELMA EALY, B. Pd.,
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JAMES MONROE SITZE, B. Pd.,
Bookkeeping and Penmanship.

SADIE TREZEVANT KENT,
Preceptress and Assistant Librarian.

EDWARD EVERETT PENDRAY, B. S. in E. E.,
*Engineer and Superintendent of Buildings and Grounds and
Assistant in Manual Training and Physics.*

Missouri State Normal School.

The Missouri State Normal School—Third District—was established by an Act of the Legislature approved March 22, 1873. This Act created a Board of Regents for the management of the school. After due public notice, bids were received by the Regents for its location, and they determined the location in favor of Cape Girardeau. On the third day of December, 1873, the Board of Regents selected the site for the building, and made arrangements for the immediate opening of the school.

The school was opened with about thirty students attending, in the public school building. In the spring of 1875 the school removed to the Normal School building, which had been completed. In 1883 the auditorium of the Normal School building was enlarged. In 1895 two wings were added to the building, one on the west and one on the east. The wings were built to furnish suitable halls for the literary societies of the Normal School.

In 1901 the General Assembly appropriated \$20,000 to build a Science and Training School building. On September 9, 1901, the Board of Regents let the contract for this building, which was completed on January 6, 1903.

On the night of April 7, 1902, the main Normal building burned. The school occupied the court house, some churches and other buildings until January 6, 1903.

On May 5, 1902, the Board of Regents decided to build a Training School building, using a portion of the insurance on the building that burned for that purpose. This building was completed September 1, 1903.

In 1903 the General Assembly appropriated \$200,000 to erect a new main building to replace the building burned on April 7, 1902.

In 1905 the General Assembly made an additional appropriation of \$100,186 to complete and furnish the main building and provide a Power House and Manual Training building, grade the grounds, and to purchase \$10,000 worth of books for the library.

The main building, Academic Hall, was completed on January 9, 1906. It is a three-story stone building, two hundred and sixty feet long by one hundred and eighty-six feet deep. On May 24, 1906, the new buildings were dedicated with appropriate ceremonies. The entire Normal School group of six buildings, including two dormitories, has been built in a little less than four years. The Normal School is probably the best equipped college for teachers in the country.

LOCATION.

The Missouri State Normal School—Third District—is located in the city of Cape Girardeau. The Normal School buildings are situated upon a high hill, commanding a view of forty miles of the Mississippi Valley. On the east lies the broad Mississippi and the famous bottom land of Southern Illinois and the mountain-like bluffs beyond; on the south lies the range of Scott county hills; to the west and north are ranges of low hills, stretching away to the Ozarks. The location is probably the most beautiful to be found in the Mississippi Valley. The campus has been compared, for its natural beauty, to that of Cornell University. Most of the grounds have been terraced and graded, and are adorned with forest trees, shrubs and flowers.

Cape Girardeau is a city of 10,000 inhabitants. It is one of the oldest cities in the state. A number of good gravel roads lead away from the city into the surrounding country.

Cape Girardeau is easily accessible from nearly the entire Normal School District. The St. Louis, Memphis & Southeastern extends along the entire eastern border of the district. The Frisco System has three other lines extending from Cape Girardeau to the limits of the district on the south and west. Besides the Frisco, Cape Girardeau is connected with St. Louis by the Mississippi River steamers. The Cotton Belt and several Iron Mountain lines are closely connected with Cape Girardeau by the Frisco lines. The Cape Girardeau, Perryville and Chester Railroad gives the school a new connection with the Iron Mountain and Illinois Central, and direct connection with St. Louis, and direct connection with several counties. Students may leave their home county in the morning and reach Cape Girardeau by rail the same day from every county in the district except two.

Cape Girardeau has nine churches. Her people are noted for their hospitality. Many places of historic interest are in and around the city. The city has been for many years an educational center and has the character peculiar to such centers. The Normal School is now the chief educational institution in the city and is much cherished by its people.

BUILDINGS AND EQUIPMENT.

The Normal School has a group of six buildings: Academic Hall, the main building; Science Hall; the Training School; the Manual Training Building; Albert Hall, a dormitory for boys; and Leming Hall, a dormitory for girls.

Academic Hall is a three-story stone building built of Cape Girardeau white limestone, a most beautiful stone. The building has a frontage of two hundred and sixty feet by a depth of one hundred and eighty-six feet. On the first floor are two gymnasiums, eighty feet by forty feet by nineteen feet; ample locker rooms, toilet rooms, bath

rooms, an art room, a museum, and five recitation rooms. On the main floor are five offices; a ladies' parlor; a faculty room; two literary society halls; an auditorium, having a seating capacity of fifteen hundred; a Library Section ninety feet by sixty-five feet; and a Statuary and Art Hall. The third floor has four Literary Society Halls and fourteen Recitation Rooms. The building is elegantly finished and furnished. It is probably the best single school building in the state.

Science Hall contains the laboratories and equipment for the department of Domestic Science and Domestic Art. It is a thoroughly equipped modern Science Building.

The Training School is a model school building for a public graded school. It has in addition to study rooms and recitation rooms, an assembly room; a gymnasium; a swimming pool; a manual training room, toilet rooms and locker rooms. It is designed to have all the conveniences of a model school building.

The Manual Training building is a three-story stone building, ninety feet by forty-seven feet. The basement story is occupied by the heating and power plant of the entire Normal School group of buildings. On the main floor there is a foundry and blacksmith room, a moulding room, a carpenter shop, and lavatory and locker rooms. On the second floor there is a pattern shop and a machine shop.

Albert Hall is a three-story stone building, elegantly furnished, lighted by electricity, heated by steam, and has on each floor two toilet rooms and two bath rooms. On the basement floor are the dining room, kitchen, cold storage room, laundry, trunk room, gymnasium, servants' rooms and furnace room. On the main floor are the parlors, twenty students' rooms and toilet and bath rooms. On the third floor there are twenty-four students' rooms and toilet and bath rooms. Albert Hall is conducted as a model school home for boys. Mrs. J. B. McGlothlin is the head of Albert Hall, and gives her entire time to making it a

home for the boys. To provide for their physical and social welfare is her constant care. Several men of the faculty reside at Albert Hall also.

Leming Hall is a four-story building. On the basement floor are the boiler room, laundry, trunk room, and rooms for servants. On the first floor there are a kitchen, a cold storage room, a dining room, toilet and bath rooms, and ten rooms for students. On the second floor there are parlors and twenty rooms for students, and bath rooms and toilet rooms; on the third floor are twenty-four rooms for students, and bath rooms and toilet rooms.

Leming Hall is elegantly furnished and is conducted as a model school home for girls. Professor and Mrs. Martin reside at Leming Hall, and Mrs. Martin, as the head of Leming Hall, gives her entire time to making it a home for girls. To provide for their physical and social welfare is her constant care.

The two elegant boarding halls, Albert Hall and Leming Hall, have been provided through the generosity and progressive spirit of the three gentlemen composing the Normal Dormitory Company, Hon. Louis Houck, Hon. Leon J. Albert and Mr. M. E. Leming. In recognition of Mr. Albert's labors for years in behalf of the Normal School, as well as in recognition of his work in providing these elegant boarding halls, Albert Hall has been named in his honor.

Mr. M. E. Leming has furnished a large part of the money for building both of these halls, and has given their construction his active supervision for nearly two years. In recognition of his large sacrifices of time and money for the upbuilding of the Normal School, Leming hall has been named in his honor.

AIM.

According to the statutes of Missouri, the Normal Schools are founded to fit young men and young women to

be "competent teachers in the public schools of this state." To prepare competent teachers for the public schools of Missouri, the Normal School must be at once a college and a professional school. As a college, the school offers the courses usually offered by the best colleges in the Sciences, Mathematics, the Languages, Literature and History. As a professional school, courses are offered in the History of Education, Psychology and Child Study, Ethics, Philosophy of Education, School Supervision, Methods, and other pedagogical subjects. As a necessary part of the preparation of teachers in the rural and graded schools, Vocal Music, Drawing, Manual Training, and Reading and Physical Culture are offered. More than two-thirds of the teachers of Missouri have not completed a high school course or its equivalent. For the benefit of these teachers, and other students needing a preparatory course, preparatory courses are offered. In order to give practical as well as theoretical training for teaching, a Training School is maintained. The conditions in the Training School are made as nearly ideal as possible. What the laboratory and the library are to the student in academic work, the Training School is to his pedagogical work. By observation and teaching in the Training School, the young teacher must test the pedagogical theories that he gains from his lectures and studies in pedagogy.

It is the aim of the Normal School to give a broad, general culture, as well as special training. General courses in History are offered and also historical method and material. General courses in the Sciences with laboratory work are offered, and also laboratory methods and technique. In this way the pedagogy of the different branches is carefully taught.

The Normal School recognizes that the art of teaching rests upon some accepted or possible science. Therefore it places an emphasis upon an inquiry into the foundation of teaching. Psychology is studied in its relation to pedagogy

and not purely as psychology. The laws of the mind are studied as underlying the science and the art of teaching. The art of teaching is not studied as a ready-made art, but is approached through a knowledge of the underlying laws of the mind and the principles of education and the conditions of life that explain the art. A study of school organization and devices without approaching the subject through a study of the laws of the mind and the underlying principles of education makes educational growth and development impossible. This Normal School is more concerned that its graduates should be humble but intelligent students of great educational problems and able to adapt themselves to varying conditions and circumstances of life than that they should go out fully furnished with a ready-made art and devices, however efficient these may be in the hands of skillful teachers.

EXPENSES.

Tuition is free. To cover the incidental expenses of the Normal School which are not provided for by the state, an Incidental Fee of \$4.00 per term of twelve weeks is charged. This must be paid in advance and will not be refunded except in cases of protracted illness. Then one-half of the fee will be refunded. If a student enters after the middle of the term, one-half of the fee will be charged.

Board, including light and fuel, can be had in good families at \$3.00 to \$3.50 per week.

ESTIMATED TOTAL EXPENSES PER YEAR.

An approximately correct estimate of all school expenses, including the incidental fee, board, books, laundry and incidentals, may be put as follows:

Board, thirty-six weeks, at \$3.50.....	\$126.00
Incidental Fee	12.00
Laundry and Incidental.....	20.00
Books and Stationery.....	10.00

\$168.00

BOARDING AT ALBERT HALL AND LEMING HALL.

Rooms in Albert Hall and Leming Hall are rented at \$3.00 per month of four weeks for each student, two students occupying one room; or \$6.00 per month for each student if one student occupies a room alone. The halls have been operated for about two years, counting from the time of the opening of Albert Hall. The total cost to students of room and board, for most of the time, has been about \$13.33 a month. At present the cost is about \$14.00 a month, or \$3.50 a week.

Students have the free use of the laundry to do their laundrying if they desire to do so. The Normal School will arrange to have their laundrying done at cost. The aim of the school is to give the students the advantages of home life in the two halls at cost. The buildings are heated by steam and lighted by electricity. There are two bath rooms and toilet rooms on each floor. The parlors are elegantly furnished. Albert Hall and Leming Hall are on the south side of the campus, directly in front of the Normal buildings. The location is beautiful and just across the street from the campus. Each room is furnished as follows: 1. Two single beds. 2. Two rocking chairs. 3. One straight chair. 4. One dresser. 5. One wash stand. 6. Toilet set. 7. One rug. 8. One study table. 9. Two closets. The bed will be provided with a mattress and pillow. Each student will be expected to furnish for his or her own bed: 1. One white counterpane. 2. One pair of blankets. 3. Four sheets. 4. Two pillow slips. The covers of the beds and sheets should be four and a half feet wide and the usual length. The Normal School will provide the furnishings for the beds at a cost of four dollars for each bed, if the students come without the bed covers and sheets. Or the school will rent these articles to students who do not care to buy them, at one dollar for a term of three months. Each student is expected to furnish six towels for his or her use.

SCIENCE HALL.



Or, if students prefer, they may, under a contract that we have with a laundry, secure the towels laundered weekly from the laundry at about the price that it costs to laundry the towels.

The Normal School will make the cost of room rent and board to students not to exceed \$3.50 a week, two students occupying one room. And the cost of room and board will be made as low as \$3.00 a week if it can be done. But the cost of board will not be reduced below the point where wholesome food and good service can be given.

Albert Hall will accommodate about eighty young men and Leming Hall will accommodate about one hundred young ladies.

The two dormitories will accommodate one hundred and eighty students. These two dormitories, with the private boarding houses in town, will furnish ample accommodations for all students who may wish to attend the Normal School.

DISCIPLINE.

The Normal School engages in no inquisition or espionage. Resident students are held to answer for their public deportment as other members of the community. When out of school they must not conduct themselves in such a way as to make their influence hurtful to the Normal School community. Students whose parents or guardians do not reside here will consider themselves under the special care of the Faculty in and out of school.

Every student is presumed to be honest and well meaning and acquainted with the obligations devolving upon a teacher and a student. The discipline of the Normal School is intended to appeal to the good sense and reason of its students. They are expected to be independent, self-reliant, and able to exercise self-restraint when necessary. If a

student proves to be unable to do this, after the Faculty have done all they can to assist him to build up his character, his parents or guardian are promptly requested to withdraw him from school. A large majority of the students who enter the Normal School are very earnest, industrious and conscientious young people. They give tone and character to the school and have a strong influence for good over the few who are not animated by the purpose of high endeavor.

CONDITIONS OF ADMISSION.

Applicants for admission must be not less than fifteen years of age; must furnish evidence of good moral character, and must give evidence of having the scholarship required for entrance. The entrance requirements may be met in one of the following ways:

First—Graduates of affiliated high schools are admitted on presentation of their diplomas.

Second—Teachers will be admitted on presentation of their county certificates.

Third—Students from other Normal Schools or colleges will be admitted on presentation of evidence of good standing in the institutions from which they come.

Fourth—Other applicants for admission may be admitted on presentation of such other evidence of possessing the requisite scholarship for entrance as the Faculty may require.

CONDITIONS OF GRADUATION.

The State Normal Schools of Missouri have agreed upon the following uniform provisions in reference to courses of study and conditions of graduation:

I.

Two courses of study are offered.

1. A four years course of study; students who complete this course will receive the Normal Diploma and the degree of Bachelor of Pedagogy.

2. A course of study leading to the A. B. degree. Students who complete the four years course and eight prescribed units in addition shall receive the A. B. degree.

II.

1. A unit of work shall consist of five recitation periods a week for thirty-six weeks.

2. Fifty minutes shall constitute the length of a recitation period.

III.

To complete the four years course of study, a student must make eighteen units.

IV.

To complete the course leading to the A. B. degree, a student must make, in addition to the four years course, five units to be elected from the advanced work in Latin, Greek, German, French, Mathematics, English, History and Science; and three units to be elected from all the courses offered in the Normal School, election to be made under the direction of the faculty.

V.

The regular session of nine months shall be divided into three quarters of twelve weeks each, and the summer session shall constitute the fourth quarter of the year.

Credits will be given to graduates of affiliated high schools as follows:

1. Graduates of first class high schools having a four years course of study will be given credit for ten units on the Normal Course on entrance.

2. Graduates of second class high schools having a three years course of study will receive credit for seven units on the Normal Course on entrance.

3. Graduates of third class high schools having a two years course of study will receive credit for four units on the Normal Course on entrance.

The following conditions of graduation not contained in the uniform provisions named above must be met by candidates for graduation from this school:

1. One year's work in residence is required to complete the advanced Normal Course and receive the Normal Diploma.

2. Not less than one term's work in residence will be required to complete the Elementary Certificate Course.

3. After September 1, 1907, all students completing the Advanced Normal Course must make, without credit, two terms in each of the following subjects: Drawing, Vocal Music, and Manual Training.

4. After September 1, 1907, all students completing any course must make two hours a week for one year in physical training without credit.

CREDITING WORK DONE IN OTHER SCHOOLS.

In addition to credits given affiliated high schools, credits on the Normal Course will be allowed on the following conditions:

1. Full credit will be given for work done in the college departments of the colleges of the Missouri College Union and in the college departments of colleges of equal rank in other states and in the Missouri State Normal Schools. Provided, that all work credited must be certified directly to this Normal School by the school in which the work was done.

2. Credit will be given for work done in schools that are on the list of affiliated schools of the Missouri State University and the lists of affiliated schools of the Missouri State Normal Schools.

3. Credit will be given conditionally for work done in other than an approved school or college.

4. Credit for work done in any but an approved school or college will be given, finally, only after a student has shown his proficiency in the work for which he asks credit, by work done in the same department in this school. Provided, that a student may be given credit for work in any department upon satisfactory examination by the head of the department.

5. No credit will be given in pedagogy except for work done in the Normal department of the Missouri State University, the Missouri State Normal Schools, or in State Normal Schools of equal rank in other states.

SUB-NORMAL COURSE.

The Sub-Normal work is offered for the benefit of students who are not prepared to enter the Normal Department, and for the benefit of teachers who wish to make more thorough preparation for teaching the common branches. Courses will be offered in Grammar, Arithmetic, United States History, Geography, Civil Government, Physiology, Reading, Algebra, and Methods and School Management. One year is the time allowed for the completion of this course. The course will give a thorough preparation in these branches for teaching. Students who complete this Sub-Normal Course will receive certificates certifying that the course has been completed. This certificate will simply recommend the student as qualified in these branches, and will not be a license to teach in the public schools of Missouri.

NORMAL COURSES.

The State Normal School offers the following courses:

I. An Elementary Certificate Course of two years. Students who complete this course receive the Elementary Normal Certificate, which is a license to teach in the public schools of this state for two years.

II. The Advanced Normal Course of four years. Students who complete this course receive the Normal Diploma and the degree of Bachelor of Pedagogics.

III. A Graduate Course, leading to the degree of Master of Pedagogy. The degree of Master of Pedagogy will be conferred upon the following conditions: 1. The candidate must have completed the Advanced Normal Course, or its equivalent, in another institution. 2. He must have taught three years. 3. He must do one year of resident work, making at least four points in college work, one point of which must be made in advanced pedagogy in addition to the work required to complete the Advanced Normal Course.

IV. A course leading to the degree of Bachelor of Arts. Students who make not less than eight points in college work, after completing the Advanced Normal Course, or its equivalent, will receive the degree of Bachelor of Arts.

The course leading to the A. B. degree may be made without including the professional course for teachers.

The following outlines will show the courses that may be elected, leading to the Elementary Normal Certificate or the Normal Diploma:

THE ELEMENTARY NORMAL COURSES.

LATIN COURSE.

1. Latin, two years.
2. English, two years.
3. Algebra, one year.
4. Ancient History, one year.
5. Science, one year.
6. Pedagogy, one year.
7. Manual Training, Drawing and Music, one year.

SCIENCE COURSE.

1. Science, two years.
2. English, two years.
3. Mathematics, two years.
4. Ancient History, one year.
5. Pedagogy, one year.
6. Manual Training, Drawing and Music, one year.

ELECTIVE COURSE.

1. English, one year.
2. Algebra, one year.
3. History, one year.
4. Science, one year.
5. Pedagogy, one year.
6. Elective, four years.

The following work will be required in Pedagogy to complete the Elementary Course: Arithmetic, six weeks; Grammar, six weeks; United States History, six weeks; Geography, six weeks; Reading, six weeks; School Management and Methods, six weeks; Observation and Practice in the Training School, six weeks.

The work in each of the common branches will consist of a six weeks review of the subject from the teacher's standpoint under the head of the department having charge of that branch in the Normal School.

ADVANCED NORMAL COURSES.

CLASSICAL COURSE.

Latin, 4; Greek, 2; English, 2; History, 2; Mathematics, 2; Science (Physics, Chemistry or Biology), 2; Pedagogy, 4; Physical Training, 0.

Electives—For 2 Greek, two of the following may be offered: Latin, 1; Oratory, 1; English, 1; History, 1; Mathematics, 1; Science, 1; Modern Language, 2.

SCIENCE COURSE.

Pedagogy, 4; English, 3; History, 2; Mathematics, 2; Physics, 1; Chemistry, 1; Zoology or Botany, 1; Elective, 4; Physical Training, 0. Two to be elected from General Elementary Biology, Agriculture, Physiology, Nature Study (teacher's course), or from advanced work in Physics, Chemistry, Zoology, Botany or Bacteriology. Two to be elected from Mathematics and Drawing, or Mathematics and Manual Training; or Mathematics and Domestic Economy, or Latin, 2; or German, 2; or advanced Pedagogy, 2.

Instead of 3 in English and 2 in History, 3 may be offered in History and 2 in English.

COURSE IN MODERN LANGUAGES.

German, 3; French, 2; English, 3. History, 2; Mathematics, 2; Science (Physics, Chemistry or Biology), 2; Pedagogy, 4; Physical Training, 0.

Electives—For French or German 2 or 3 Latin may be offered. For French, 1 Oratory and 1 History, Mathematics or Science.

COURSE IN ENGLISH.

English, 4; History, 3; Mathematics, 2; Science (Physics, Chemistry, or Biology), 2; Pedagogy, 4; Physical Training, 0; Drawing, 1-2; Music, 1-2; Elective, 2.

Electives—Latin or Modern Language, 2; Science, 1; Mathematics, 1; English, 1; Oratory, 1 or 2.

COURSE IN HISTORY.

History, 4; English, 3; Science (Physics, Chemistry or Biology), 2; Mathematics, 2; Pedagogy, 4; Music, 1-2; Drawing, 1-2; Physical Training, 0; Elective, 2.

Electives—Political Economy, 1; History, 1; Science, 1; Mathematics, 1; Oratory, 1; Latin or Modern Language, 2.

COURSE IN MATHEMATICS.

Mathematics, 4; English, 3; History, 2; Physics, 1; Chemistry or Biology, 1; Pedagogy, 4; Mechanical Drawing, 1-2; Manual Training, 1-2; Physical Training, 0; Elective, 2.

Electives—Latin or Modern Language, 2; Oratory, 1; Science, 1; History, 1.

KINDERGARTEN COURSE.

English, 3; Oratory, 1; History, 2; Algebra, 2-3; Geometry, 2-3; Nature Study, 1; Physiography, 1; Psychology, 1 1-3; History and Philosophy of Education, 1; General Method, 2-3; Kindergarten Method, 1; Kindergarten Practice, 1; Music, 1; Drawing, 1; Manual Training, 2-3; Physical Training, 0; Elective, 1.

Electives—History, Mathematics, Physics, Chemistry or Biology.

PRIMARY TEACHERS' COURSE.

English, 3; Oratory, 1; History, 2; Mathematics, 2; Nature Study, 1; Physiography, 1; Psychology, 1 1-3; History and Philosophy of Education, 1; Method, 1; Teaching, 1; Music, 1-2; Drawing, 1-2; Manual Training, 1-2; Domestic Economy, 1-2; Physical Training, 0; Kindergarten Practice, 1-3; Elective, 1 2-3.

Electives—English, History, Mathematics, Physics, Chemistry or Biology.

MUSIC TEACHERS' COURSE.

Music, 4; English, 3; History, 2; Mathematics, 2; Physics, 1; Chemistry or Biology, 1; Pedagogy, 4; Physical Training, 0; Oratory, 1.

DRAWING TEACHERS' COURSE.

Drawing, 4; English, 3; History, 2; Mathematics, 3; Physics, 1; Botany, 1; Pedagogy, 4.

MANUAL TRAINING COURSE.

Manual Training, 4; English, 2; History, 2; Mathematics, 3; Mechanical Drawing, 1; Physics, 1; Chemistry, 1; Pedagogy, 4; Physical Training, 0.

COURSE IN ORATORY.

English, 4; History, 3; Science (Physics, Chemistry, or Biology), 2; Mathematics, 2; Music, 1; Oratory, 2; Pedagogy, 4; Physical Training, 0.

CRITIC TEACHERS' COURSE.

Graduates of this course will receive the A. B. degree.

To be admitted to this course a student must have completed a course in a first class high school, requiring four years in Latin or Modern Language; four years in English; Mathematics, including high school Algebra and Plane and Solid Geometry; three years in History, and two years in Science. Or the full equivalent of such a high school course must be offered for admission to this course.

To complete this course the following four years course will be required in the Normal School:

English, 2; Sociology, 1; Psychology, 1 2-3; Mathematics, 1; Oratory, 2-3; Method, 1; Science, 2; two of the three, Music, Drawing, Manual Training, 1 1-3; History, 2; Language, 1; School Management, 1-3; School Supervision, 1-3; History and Philosophy of Education, 2-3; Ethics, 1-3; Teaching, 1 2-3.

NOTE.—The language may be Latin, Greek, French, or German, according to the language offered for admission.

COLLEGE COURSE.

Graduates of this course will receive the A. B. degree.

To be admitted to the Freshman year of this course students must have had Latin, four years; German or Greek, one year; English, three years; Mathematics, including High School Algebra and Plane Geometry, completed; History, two years; Science, one year.

FRESHMAN YEAR.

Latin IV.
Greek II. (or German II.).
English (Advanced Rhetoric
and Literature).
Solid Geometry.
History.

SOPHOMORE YEAR.

Latin V.
Greek III. (or German III.).
English.
Physics (General) or Mathematics.
History.

JUNIOR YEAR.

Psychology.
One language (continued).
Chemistry.
Biology.
Elective from Mathematics,
English, Latin, Greek, History,
French, German,
Physics, Sociology.

SENIOR YEAR.

Ethics.
One language (continued).
Geology.
One science (continued).
Elective.
Electives to be the same as
for the Junior Year.

In the Freshman and Sophomore years twenty hours a week will be required. In the Junior and Senior Years fifteen hours a week will be required.

SUPERINTENDENTS' COURSE.

Graduates of this course will receive the A. B. degree.

To be admitted to this course a student must meet the same requirements as for the Critic Teachers' Course.

English, 2; History, 2; Science, 2; Language, 2; Oratory, 1; Psychology, 1 1-3; Mathematics, 1; Music, Draw-

ing, or Manual Training, 2-3; Method, 1; School Management, 1-3; School Supervision, 1-3; History and Philosophy of Education, 2-3; Elective, 3 1-3.

The electives may be chosen from the following: Ethics, Sociology, Political Economy, Ancient or Modern Language, Mathematics, Science.

SCHEME OF NORMAL COURSES.

FRESHMAN YEAR.

English, thirty-six weeks.

Algebra, thirty-six weeks.

Ancient History, thirty-six weeks.

Elective, thirty-six weeks.

Freshman Electives: Latin, Greek, German, French, Agriculture, Nature Study, Physiography, Elocution, Vocal Music, Drawing, Manual Training, Pedagogy, Cooking, Sewing.

SOPHOMORE YEAR.

English, thirty-six weeks.

Geometry, thirty-six weeks.

History, thirty-six weeks.

Pedagogy, thirty-six weeks.

Elective, thirty-six weeks.

Sophomore Electives: Latin, Greek, German, French, Agriculture, Nature Study, Physiography, Elocution, Music, Drawing, Manual Training, Cooking, Sewing.

JUNIOR YEAR.

Psychology, thirty-six weeks.

Biology, Chemistry, or Physics, thirty-six weeks.

Method, or History of Education, thirty-six weeks.

Elective, thirty-six weeks.

Elective, thirty-six weeks.

Junior Electives: Latin, Greek, German, French, Algebra, Trigonometry, English, English History, Elocution, Music, Drawing, Manual Training, Kindergarten Work, Cooking, Sewing.

SENIOR YEAR.

Teaching, thirty-six weeks.

Biology, or Chemistry, or Physics, thirty-six weeks.

Elective, thirty-six weeks.

Elective, thirty-six weeks.

Senior Electives: Latin, Greek, Analytical Geometry, English, American History, Philosophy of Education, Elocution, Music, Drawing, Manual Training, Kindergarten Work, Cooking, Sewing.

OBSERVATIONS ON THE ELECTIVE COURSES.

Students who elect Latin, Greek, German, or French, must make at least two units in each language elected.

Students who elect Science must make at least one term in each Science elected.

Students who elect special courses in Music, Drawing, Manual Training, Kindergarten, and Primary Methods, must follow the directions of the heads of these several departments in regard to other elective work.

Students preparing for high school work who elect special courses in the Sciences, Mathematics, English, History, and Latin should consult the heads of these several departments in regard to other elective work.

Students who have completed a course in a first class high school will be admitted at once to the Junior year; and the eight units that graduates of first class high schools must make to graduate will be made in the Junior and Senior years.

The following courses will be accepted as work leading to the A. B. degree: Horace, Livy, Tacitus; Greek Courses, except beginning Greek; German Courses; French

Courses; Anglo-Saxon and Old English; Elizabethan English; Nineteenth Century English; Mediaeval and Modern History; English History; American History; Analytic Geometry; Calculus; Advanced Courses in Biology; Physics and Chemistry; Philosophy of Education and other advanced courses in Pedagogy.

The year's work in residence required of college graduates to complete the Normal Course will be elective, except the four required units in Pedagogy.

LITERARY SOCIETIES.

There are four literary societies in the Normal School. Two societies for young men, the Webster Society and the Benton Society; two societies for young women, the Clio Society and the Sorosis Society.

Each of the societies has its own hall, which has been elegantly furnished. Each society is managed by its own members, subject only to such control by the faculty as may be necessary to keep the societies in harmony with the character of the school. Students are encouraged to become members of these societies. The societies meet regularly every Saturday afternoon or evening in their halls to engage in debates, recitations and readings, orations and other literary exercises. Their exercises in their halls are open to the faculty and students and other occasional visitors. From time to time public exercises are held in the Normal Chapel. But no public exercises are held in the chapel except by special permission of the faculty, and all public exercises held by the literary societies or other bodies of students shall be subject to such control by the faculty as they may think it proper to assume.

SCHILLER VEREIN.

On June 4th the students doing work in German organized a society known as "Schiller Verein." The object of this society is to afford students doing work in German an opportunity to practice speaking German, and also to create an interest in the study of the literature and the manners and customs of the Germans. The society holds weekly meetings, at which its members engage in singing, debating, declaiming, reading, and other literary work. The work done is similar to that done in other literary societies, except that it is done in German.

All students taking work in German are urged to become members of this society.

T. C. Eggers, President.

L. H. Strunk, Secretary.

THE YOUNG MEN'S CHRISTIAN ASSOCIATION.

This is an organization that has as its purpose the strengthening of the christian character of the men of the institution. It endeavors, as nearly as possible, to replace the christian influence of the home while the men are here attending the Normal School, and to form in the men habits of christian living. This organization is under the control of students and is heartily endorsed and supported by the faculty. It dates its existence in this school from March 28, 1902, and is the same as found in other institutions of learning.

At the beginning of each semester a committee from the Y. M. C. A., to be recognized by their badges, meet the students at the trains and render them all possible assistance in securing board and in becoming acquainted in the city. The committee will meet students at any time. Any correspondence addressed to the President of the Young Men's

Christian Association, Cape Girardeau, care of the Normal School, will receive prompt and careful attention.

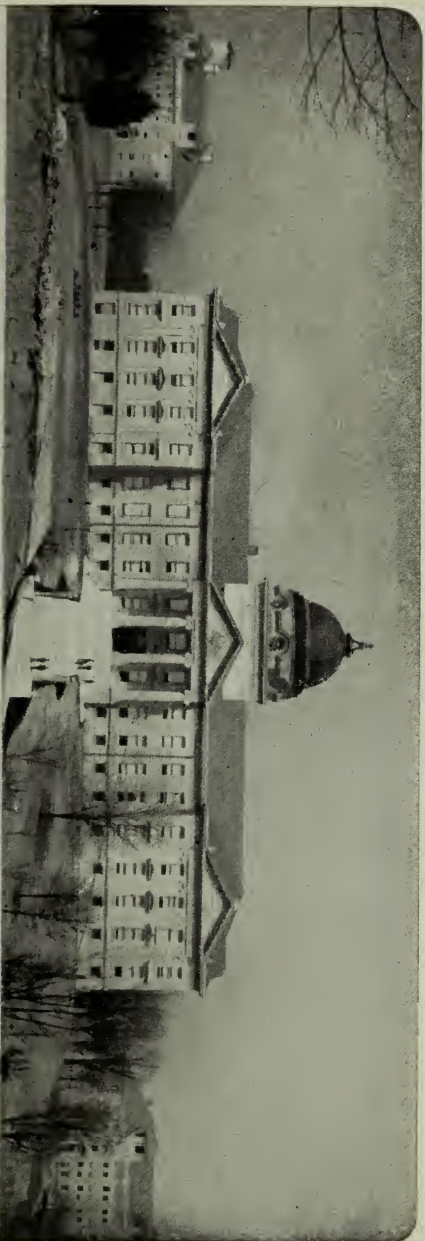
Devotional meetings, which are led by students, are held weekly. From time to time these meetings are addressed by prominent professional and business men of the city, and on such occasions the entire student body is invited. In addition to these general meetings, there are a number of Bible classes which meet weekly and study, in a systematic way, the Word of God without regard to any religious denomination or creed. These classes are led by students who have had special training in such work at the Y. M. C. A. conference which is held each summer at Lake Geneva, Wis.

All men entering school are urged to join the Y. M. C. A. The Association has a well-furnished hall for its meetings in Academic Hall.

THE YOUNG WOMEN'S CHRISTIAN ASSOCIATION

The Young Women's Christian Association of this school has for its purpose the promotion of the physical, intellectual, social and spiritual development of the girls.

The entire membership is divided up into seven committees, which do effective work in inducing the girls to take an interest in athletics, in visiting sick students, in keeping the needs of missions before the girls and promoting Bible study. They also meet new students and find boarding places for them. The moral influence of the Y. W. C. A. is very great. The whole trend of the work follows that of our standard: "Not by Might nor by Power, but by my Spirit," said the Lord of hosts. The Association has a well-furnished hall for its meetings in Academic Hall.



TRAINING SCHOOL

ACADEMIC HALL,
ALBERT HALL

SCIENCE HALL

SCHOLARSHIPS.

The regents have established two scholarships, each worth one hundred dollars a year. These scholarships are open to students on the following conditions:

1. The student must be a graduate of this Normal School, of a college of the Missouri College Union, or of some other approved college.

2. He must have graduated with high rank.

3. He must be a resident of this Normal District.

4. He must declare his intention to teach.

5. No student will be permitted to hold a scholarship for more than two years.

THE HOUCK COLLECTION OF STATUARY.

The Normal School has received the gift of a valuable collection of statuary. This collection constituted most of the exhibit of Mr. August Gerber of Cologne, Germany, at the Louisiana Purchase Exposition. Mr. Gerber has a high reputation in Europe as an artist, and a number of the busts in the collection were selected for the German Educational Exhibit. The collection are reproductions of Ancient, Mediaeval and Modern Works of Art. The reproductions are made of a special and secret substance, composed in part of Alabaster, and are of the same size and finish as the originals, either in bronze or marble.

There are about seventy pieces in the collection, seventeen of them statues.

This most valuable collection was purchased by the Hon. Louis Houck and presented to the Normal School. By the terms of the contract with Mr. Gerber, this collection was to be set up by him at Cape Girardeau in good order after the close of the Exposition. This has been done. The collection occupies a place in Statuary and Art Hall at the west end of the main floor of Academic Hall.

The collection is one of the most valuable collections in the State, and will do much to place the art department of this school on a high plane.

THE OLIVER PRIZES.

The Board of Regents have received for the Normal School a gift of one thousand dollars from the Hon. R. B. Oliver to found two prizes. The purposes of the donor in making this most generous gift are set forth by him in the following language :

“Now, with the view and purpose of stimulating the manhood and womanhood of our State with higher ideals of *oratory*, of *writing*, and of *character*, I hereby promise and agree to give to the Board of Regents, of this Normal School, and their successors in office, the sum of one thousand dollars, to be held by you and your successors in perpetual trust, for the uses, purposes, and upon the conditions and terms herein below set out. That is to say :

“First, this sum of one thousand dollars is to be held sacred by the Board of Regents as a perpetual trust fund, and to be known as the ‘Oliver Fund,’ and to be invested as the Board of Regents sees fit ; but if from any cause, it, or any part of it, is lost or misappropriated or expended for the school, the deficit is to be made good from other moneys belonging to the school.

“Second, the principal sum shall be invested, or loaned out, or used by the Board of Regents so as to bring in the best annual income ; and the annual interest or income shall be divided into two equal sums ; one of which sums is to be forever known as the ‘Oliver Prize for Oratory,’ and the other as the ‘Oliver Prize for Essay.’

“Third, only young men of the graduating class may contest or become candidates for the prize in oratory.

"Fourth, only young women of the graduating class may contest or become candidates for the prize for essay.

"Fifth, in awarding these prizes the following points shall be considered :

(1) The candidate's literary and scholastic attainments shall count one point.

(2) The candidate's character, broadly considered, "embracing his or her qualities of manhood or womanhood, truth, courage, devotion to duty, sympathy for the protection of the weak, kindness, unselfishness and fellowship, and his or her exhibition during school days of moral force of character," shall count one point

(3) The oration or essay respectively shall count one point."

The one thousand dollars received by the Board of Regents, as set forth above, has been invested and is yielding an income of seven per cent per annum. The money thus received will be available for offering the prizes to the class of 1907.

Each prize will be awarded in the form of a gold medal or in money, at the option of the winner.

Announcement of the winners of these prizes will be made annually on Commencement Day.

The first contest for the Oliver Prizes was held on Monday, May 6, 1907. The Prize for Oratory was won by Mr. Julien Nicholas Friant; and the Prize for essay was won by Miss Bessie Baker.

THE LIBRARY.

The library now numbers nearly six thousand volumes. The books are all new, and were selected with special reference to the needs of the various departments. They comprise the standard works in literature, history, science, philosophy, pedagogy, and art; and general works of reference, including dictionaries, encyclopaedias, atlases, books of quotations, helps to reading, bibliographies, etc., etc. In addition to these there is a fairly complete collection of the more important government documents, and a number of bound volumes of the standard magazines.

The library receives one hundred periodicals, including the most important daily papers, general magazines, and publications of technical and professional interest. These are placed on file in the special newspaper and magazine room.

The entire first floor of the east wing of Academic Hall is occupied by the library, as well as one large room on the ground floor. The entire space of about seven thousand square feet is divided into a packing and binding room, a stack room, a newspaper and magazine room, and a general reading room, which seats nearly two hundred persons. The furniture and equipment is all new and of the most approved kind.

Free access to the stacks is given to all students, and a complete card catalogue comprising author, title, and subject entries is provided.

THE DEPARTMENTS.

DEPARTMENT OF PEDAGOGY.

Edwin Andrew Hayden, Washington Strother Dearmont and William Woodrow Martin.

The aim of the Department of Pedagogy is not only to improve the technique of teaching as an art, but to present as well the fundamental principles upon which all sane and successful teaching must rest. Every effort is being made to articulate the work of this department with the more practical phases of teaching which the students meet in training school experiences. The psychological side is stressed more than other in the belief that educational practice is rational in proportion as it is based upon the laws of the human mind. With this idea in view the following courses are offered:

1. Course in General Psychology, with such pedagogical applications as circumstances permit. Witmer's Analytical Psychology will be used in a part of the work. Three terms.
2. Course in Ethics. A lecture course, with assigned readings and reports, on the ethics of the individual and social life. Cooley's Human Nature and the Social Order will be in hands of students. One term.
3. History of Educational Theories and Institutions, covering Greek and Roman education, modern education, and education in the United States. Kemp's History of Education is used as the text in part of the course.
4. The Course of Study, especially designed for principals and superintendents who desire help in working out a well-rounded course of study for the grades.
5. Principles of Teaching. Two terms.

This course sets forth the theory of the teaching process. It aims to derive the fundamental principles of teaching from the laws which are basic in mental growth. From these principles is worked out the form and method of procedure which the recitation takes.

Text—Thorndike's Principles of Teaching.

6. Principles of Teaching applied to Special Subjects. One term.

The course in Principles of Teaching is a prerequisite for this course. It aims to explain the special principles underlying the teaching of some of the most important subjects in the elementary curriculum, such as reading, history, geography, nature-study, and language, by working out the treatment peculiar to each of these subjects. No text.

7. School Administration. One term.

This course is intended especially for principals, supervisors, and superintendents; it is open only to teachers of experience and to those doing advanced work in pedagogy. It covers the field of school organization and administration from the point of view of a principal or superintendent.

Text—Chancellor's School Supervision.

8. School Management. One term.

This course deals with some of the most important problems that are likely to confront the room teacher. It aims to set forth the fundamental principles underlying school management and to indicate ways in which these may be applied to the solution of problems in practical management. No text.

9. Sociology. Elementary course, covering the fundamental facts of the social life, with particular reference to institutions and processes. The work will be based chiefly upon Gidding's Principles of Sociology. One term.

10. Advanced Course in Sociology.

This course is intended for advanced students who are candidates for the Bachelor's Degree. The work will be a major study for one year, divided into two parts: 1st, dealing with the social aspects of human nature; and, 2nd, their

expression in processes and institutions. The principal works of reference used in the first part are Cooley's "Human Nature and the Social Order," Baldwin's "Social and Ethical Interpretation," Le Bon's "Crowd," Tarde's "Laws of Imitation."

11. Course in Applied Sociology.

A practical study of crime, charity, labor organizations, and kindred topics, municipal reforms—running through one term.

12. Primary Teaching. Twelve Weeks.

One or more courses will be offered especially for primary teachers. Particular attention will be paid to the teaching of reading and literature, nature-study, arithmetic, and hand-work, in the primary grades. The use of crayon drawing and modeling in connection with literature, geography, nature-study, and history will be made a special study.

13. Kindergarten Teaching as Related to Primary Work. Twelve Weeks.

This course will set forth the use of kindergarten stories, songs, and games in the primary. The oral presentation of children's stories will be studied and practiced. The application of kindergarten songs and games to primary work will also be brought out.

MATHEMATICS.

Benjamin Franklin Johnson, Myrtle Knepper and Idress Head.

1. Algebra (Elementary)36 weeks.
2. Geometry (Elementary) ...36 "
3. Algebra (Higher)12 "
4. Trigonometry24 "
5. Geometry (Analytic)36 "
6. Calculus36 "

Course 1 begins with simultaneous simple equations and continues three terms of twelve weeks each. The first term

completes linear equations; the second term, quadratics; the third term, proportions, progressions, inequalities, binomial theorem, logarithms, and a short study of equations in the light of graphs and determinants.

Course 2 includes Plane and Solid Geometry. Books I and II are studied the first term; Books III, IV, V, the second term; Solid Geometry, the third term.

Course 3 is a one-term study of the general theory of higher equations as ordinarily presented in standard higher algebras.

Course 4 is divided into two parts, each one term; the first term is devoted to Plane Trigonometry; the second term to Spherical Trigonometry and Land Surveying.

Courses 3, 4, 5, 6 are elective and are offered students in the Science Course or those preparing themselves specially to teach mathematics.

Text-books for 1907-1908: Milne's Academic Algebra; Wentworth's Geometry; Downey's Higher Algebra; Wentworth's Trigonometry and Surveying; Gale and Smith's Analytic Geometry; Granville's Calculus.

ENGLISH.

Hattie Marston, Jephtha Riggs and Idress Head.

SUB-NORMAL ENGLISH.

1. *Grammar*. Text book: Allen and Hawkins' Grammar. This course is designed for those who need a thorough drill in Grammar. The elements of composition are taught, and much practice given in writing.

FRESHMAN ENGLISH.

This course presupposes a practical knowledge of Grammar. Critical study of American Classics will be made.

Text, Curry's Literary Readings.

SOPHOMORE ENGLISH.

Text-book: Genung's Rhetoric and Abernathy's American Literature. English and American Classics will be studied. Much comparative work will be done in this course, developing ideas of literary criticism. Composition will be required throughout the year.

JUNIOR ENGLISH.

1. First Term—A study of Anglo-Saxon poetry from translations will occupy about six weeks. This will be followed by Chaucer's Prologue, Knight's Tale and Nun Priestess' Tale, and two books of Spencer's Fairy Queen.

2. Second Term—Four or five plays of Shakespeare will be read and criticised, and reports by individual members of the class upon selected plays will be required.

3. Third Term—Books I and II of Milton's Paradise Lost, L'Allegro, Il Penseroso, Lycidas, and a production from Dryden, Pope, Addison, Cowper, Gray, Goldsmith and Burns.

Throughout this year weekly essays and reports will be required, and considerable time will be given to the study of the history of the periods covered.

SENIOR ENGLISH.

Text-book: Halleck's History of English Literature. Special Attention will be given to Eighteenth and Nineteenth Century Literature. Composition and literary criticism is expected of all classes.

Advanced work in the following lines will be offered in English.

I. A teacher's course in grammar. This will be given in the Spring Term and is especially intended for those having a practical knowledge of the subject who feel the need of more advanced work in the subject.

II. A study of American or English masterpieces.

III. The English romantic poets. This course includes a more complete study of Thompson, Cooper, Gray, Burns, Wordsworth, Coleridge, Byron and Shelley than is offered in the senior work.

Special attention is given to the principles of Classicism and Romanticism.

IV. The leading essayists of the Nineteenth Century. This course will include a special study of Lamb, Macaulay, DeQuincey, Ruskin and Matthew Arnold.

V. The development of the novel. In connection with the development of the novel special study will be made of the novels of DeFoe, Scott, Austin, Dickens, Thackeray, Elliot and Stevenson.

VI. History of the English Language, Launsbury's text. This will be preceded by eight weeks study of Sweet's Anglo-Saxon Primer.

VII. Argumentation and Debating. Principle of argumentation; briefs; weekly debates.

Text: Principles of Argumentation—Baker and Huntington.

HISTORY.

Winifred Johnson.

The course in History and Civics embraces five years: one required and four elective. The following courses are offered:

I. General History, 36 weeks. This course is designed especially for those who can spend but little time in the department, but who wish to obtain a brief elementary survey of the general principles and movements of history. Extended readings from the best works in Ancient, Mediæval and Modern History will be required throughout the course, and much time will be given to topical work, and the preparation of outlines and reports.

II. Ancient History, 36 weeks. The first term is given chiefly to the consideration of the Oriental Nations, with preliminary work in Grecian and Roman History. The second and third terms are then devoted to the study of Greece and Rome. The text-book used is Myer's Ancient History, supplemented by Mahaffy's Old Greek Life, Tighe's Development of the Roman Constitution, and Wilkins' Roman Antiquities. The works of Mommsen, Mahaffy, Holn, Curtius and others are used for reference and special work.

III. Mediaeval and Modern History, 36 weeks. The first term is given to the study of Mediaeval History, through the period of the crusades and the development of the cities. The second term continues the course through the period of the thirty years' war, and the third term completes the work in Modern History. Thatcher's Short History of Mediaeval Europe, and Schwill's Modern Europe, are the texts in use. Henderson's Historical Documents, the Translations and Reprints of the University of Pennsylvania, and the work of Adams, Emerton, Stille, Fyffe and others are used for reference.

IV. English Constitutional History, 36 weeks. Larned's History of England is the text used, supplemented by Gibbons' Outlines of Industrial History, while Oman's England in the Nineteenth Century is used for the study of that period. The first term is given to the study of early English History, to the period of the Lancastrian Kings; the second term continues the work to the commonwealth, and the third term to the present time. Adams' and Stephens' Select Documents, Colby's Sources, and the works of Gardiner, Green, Taswell-Langmead, Stubbs, Bagehot, Freeman and others are used for extended readings and special work. Much time is given to the preparation of papers and reports upon selected topics.

V. Historical Method and Material, 12 weeks. This course includes a study of the method of work in History in

the schools of various grades. It deals with the sources of history, the collection and criticism of material, method of organization and interpretation of material, and the relation of history to other lines of work. The time to be devoted to the subject, and the use of outlines, maps, charts, etc., are considered.

AMERICAN HISTORY AND POLITICAL ECONOMY

Henry Stephen Moore.

1. American Constitutional History, 36 weeks.

This course is primarily open only to Seniors and Juniors. It may be chosen, however, by students who are working for the A. B. degree, or by others who have received special permission to take the work. The course presupposes that the student has taken the work offered in the freshman and sophomore years in Ancient, Mediaeval and Modern European History. It would be to his distinct advantage to have had also a course in English History.

The work of this course will be done by class discussion of the leading phases of American History and Government, and by special reports two hours a week. The basis of the general discussion will be Thwaite's Colonies. Hart's Formation of the Union, and Wilson's Division and Re-union. For the reports, individual students of the class will be assigned special topics which they will present in a thoroughly prepared discussion of twenty-five or thirty minutes. The rest of the hour will be taken up in questioning and a general discussion of the assigned topic. For this work a well supplied library of magazines, reports, and a complete collection of special and general works on American History will be at the disposal of the students.

2. A course in United States History, 36 weeks.

This is a sub-normal course, and is offered for younger students who have never had thorough training in United

States History. The chief object of this work will be to lay the foundation for an appreciative understanding of our national life.

3. A course in United States History and Civil Government, 36 weeks.

This course is similar to the preceding, but is open to maturer students who already have a good general knowledge of United States History, but who desire a yet more thorough knowledge, and to become acquainted with the best materials and methods of teaching. In these courses Fiske's or McMaster's school histories will be used.

4. A course in United States History, 12 weeks.

No attempt will be made to cover the entire field of United States History in this course. It will not open till the third term in March, and is offered especially as a Teacher's Course. Some important period of our national life (most probably the formation of the Union) will be taken up and exhaustively studied. Special emphasis will be laid upon the best methods of presenting the subject, and upon the materials of the period studied.

5. A special course on the History and Government of Missouri will be given, provided there is sufficient demand. If there should be only a small number who desire it, the work in this subject will be combined with course 3.

6. Political Economy, 36 weeks.

This course will be open to Juniors and Seniors and those working for the A. B. degree, and those who may receive special permission. A good general knowledge of American History is necessary for this course. Fetter's Principles of Political Economy will be the basis of the study. This will be supplemented with extensive reading in a well selected special library on Political Economy and kindred subjects. Some special problems will be carefully worked out and analyzed, as the Labor Problem, Tariff, Money, etc.

LATIN.

Josiah Bethea Game and Joseph Vaeth.

I. First Latin. The year is given to a thorough drill in forms and the simple constructions. During the third quarter some connected Latin is read, such as Book II of Caesar's Gallic Wars, or equivalent.

II. Caesar, Gallic Wars, four books; Nepos, Selected Lives; Latin Grammar; Prose Composition; Sight Reading; Parallel Readings.

III. Cicero, Orations against Catiline; Sallust, Catiline; Latin Grammar; Prose Composition; Sight Reading; Parallel Readings.

IV. Vergil, Aeneid, four books; Ovid, Metamorphoses, selections; Latin Versification, especially Dactylic Hexameter; Prose Composition; Sight Reading; Parallel readings.

V. Cicero, de Senectute and de Amicitia; Livy, Books XXI and XXII; Horace, Selected Odes; Prose Composition; Latin Literature; Sight Reading; Parallel readings.

VI. Horace, Satires and Epistles; Cicero, Letters, Tacitus, Annals; Roman Life and Customs; Parallel readings.

VII. Cicero, Brutus; Plautus, Captive; rapid reading from several writers, including Catullus, Tibullus and Propertius. The Fine Arts among the Romans.

GREEK.

Josiah Bethea Game.

I. First Greek. The year is given to a thorough drill in forms and the simpler constructions. During the third quarter Book I of Xenophon's Anabasis is read.

II. Xenophon, Anabasis, three books; Lysias, Selected Orations; Greek Grammar; Prose Composition; Sight Reading; Parallel readings.

III. Homer, Iliad, four books; Herodotus, Books VI and VII; Demosthenes, de Corona; Prose Composition; Greek Versification, especially Dactylic Hexameter; Sight reading; Greek Literature; Parallel readings.

IV. Thucydides, Book I; Aeschylus, Prometheus Bound; Sophocles, Electra; Greek Life and Customs; The Fine Arts among the Greeks.

GERMAN.

Joseph Vaeth

First Year.

First Term—Collar's First Year German thrice weekly, to lesson XXXIII, with frequent reviews. Drill on pronunciation and English-German cognates. Gluck Auf twice weekly. Conversation and questions based on text, memorizing of poems, frequent dictations, Classroom German to be memorized as a guide for classroom conversation.

Second Term—Collar's First Year German twice weekly, lessons XXXIII to LIX. Gluck Auf twice weekly, concluded. Reading of easy stories in first year German, composition, "freie reproduction," dictation, memorizing short poems and songs.

Third Term—Collar's First Year German once a week, lesson LIV to end. Drill on irregular verbs. Der Zerbrochene Krug with composition and conversation. Reproduction of short stories taken from teacher's dictation. Memorizing of German proverbs, poems, and songs.

Second Year.

The aim of this year is the mastery of ordinary German prose and application to conversation and writing. Composition is insisted upon, frequent abstracts of books or chapters required, and occasional critical discussions of

character and style. Von Jagemann's Materials for German Prose Composition and Elements of German Syntax are used for the composition work. The texts used in the second year's work are Baumbach's *Die Nonna* and *Der Schwiegersohn*, Thiergen's *Am Deutschen Herde*, Stern's *Studien und Plaudereien*, Hauff's *Zwergnase* (Leipzig Edition), Moser's *Der Bibliothekar*, Freytag's *Die Journalisten*, and Wildenbruch's *Das edle Blut*. The teacher will assign other texts for outside reading and reports.

Third Year.

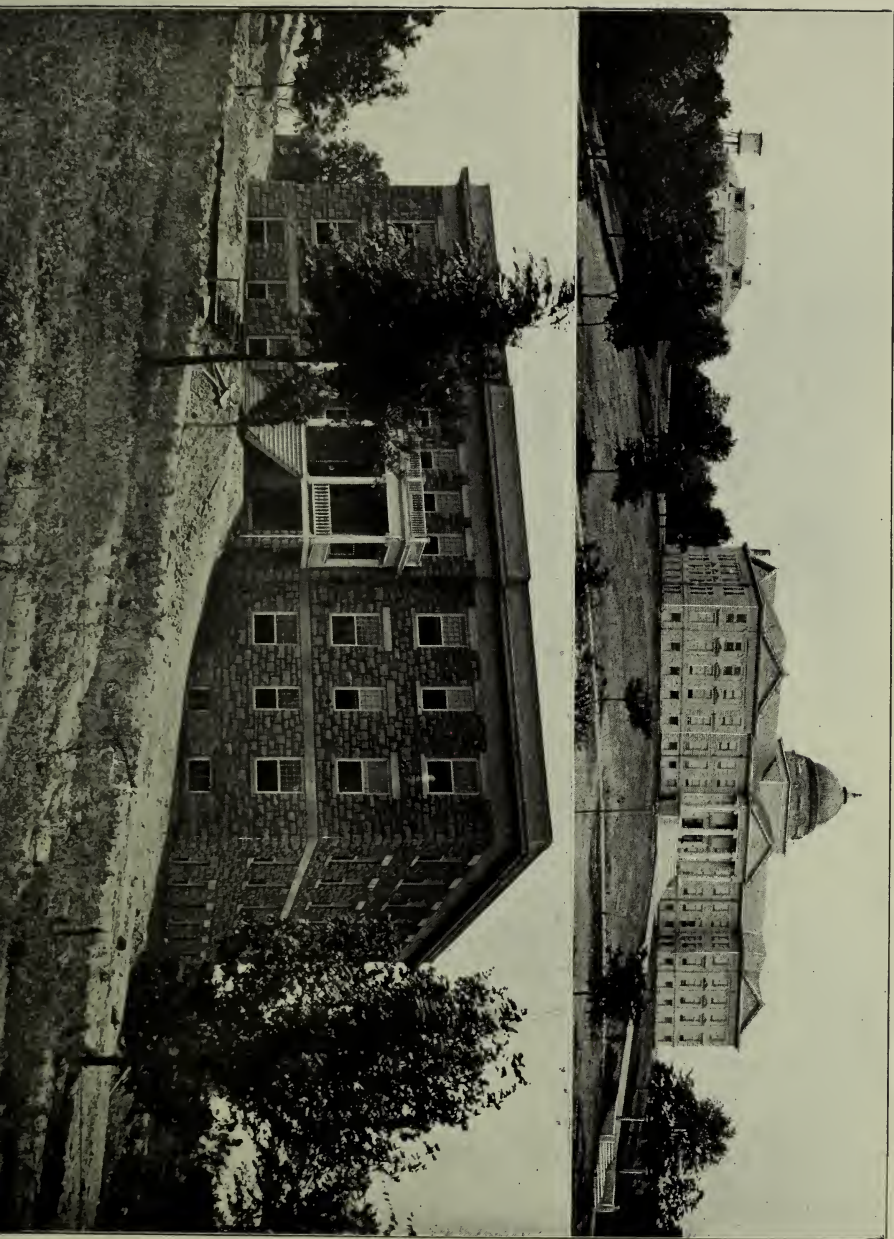
First Term—Schiller's *Wilhelm Tell* and Schiller's *Balads* will be the basis of the class work. Lectures on Schiller's life and works by the teacher and reports by pupils on dramas read out of class will supplement the class work.

Second Term—Goethe's *Hermann und Dorothea*, and *Iphigenie*. Lectures, assigned readings and reports.

Third Term—Methods of Teaching, Bibliography, and History of German Literature. Francke's *Social Forces*, Bahlsen's *Teaching of Modern Languages*, Bagster-Collins' *German in Secondary Schools*, *Methods of Teaching Modern Languages* (D. C. Heath & Co.) and the Report of the Committee of Twelve are the texts for this course, supplemented by lectures on the development of the language, and the philological relations of German to other Indo-European tongues. This may be taken as one term of either second, third, or fourth year by strong students who wish to prepare for teaching German.

Fourth Year.

Scheffel's *Ekkehard* (complete edition) and Trompeter von Sakkingen, Riehl's *Burg Neideck* and *Fluch der Schönheit*, Kleist's *Prinz Friedrich von Homburg*, Dahn's *Kampf um Rom*, and Hauff's *Lichtenstein* will be read, some in class and some as assigned outside reading. A study of the romantic movement and of the historical novel will be based on the above, supplemented by lectures and reports.





FRENCH.

Joseph Vaeth.

First Year.

First Term—Fraser and Squair's Grammar to lesson XXXV. Snow and Le Bon's Easy French. Careful drill in pronunciation, much oral work and dictation. The text read is to be used as a basis for writing and speaking in the foreign tongue.

Second Term—Grammar, part I completed. Aldrich and Foster's French Reader, Fifty Fables of La Fontaine. Several of the Fables will be carefully studied and memorized as models for pronunciation. Classroom drill in conversation and dictation continued.

Third Term—Drill on irregular verbs. Aldrich and Foster's French Reader completed. One book of moderate difficulty will be assigned for home reading and themes.

Second Year.

First Term—Grammar. Subjunctive mode studied and sentences illustrative of the same written. George Sand's La Mare au Diable and La Petite Fadette, and one of Erckmann Chatrain's historical works. Themes and reports.

Second Term—Le Mariage de Gerard, Dosia, Mademoiselle de la Seigliere, and Le Monde ou l'on S'Ennuie, Abstracts on home reading. Reports on other authors than those read in class.

Third Term—Le Cid, Athalie, L'Avare, and Les Precieuses Ridicules for class reading. Lectures and reports on life and works of Corneille, Racine, and Moliere.

BIOLOGY.

Harry Lee Albert.

Five courses will be offered in the Biological Sciences.

1. A course in General Elementary Biology.
2. A course in Zoology.
3. A course in Botany.
4. A course in Bacteriology.
5. A course in Laboratory Methods and Technique.

Course 1 is open only to first and second year students, and is the regular high school work in Biology.

Course 3 is open only to those who have had a year's work in Botany, or its equivalent in an approved school; and course 4 is open only to those who have had a year's work in both Zoology and Botany, or who present satisfactory evidence of familiarity with the elements of these sciences. Students desiring to do special work in Vegetable Physiology and Pathology, Embryology, or Vertebrate Morphology will find opportunity to do so. Students qualified to do work in courses 3 or 4 will find opportunity to pay their incidental fees by assisting an hour each day in the laboratory.

General Elementary Biology—The time in this course is divided between the study of representative animal and plant types. Five hours a week are required in the laboratory and field. The ecological aspect is especially emphasized.

Zoology—The work in Zoology begins with the study of insects. Six hours a week are spent in the laboratory and three hours in recitation and lecture. The winter months are devoted largely to the study of vertebrate forms and the spring to other invertebrates than insects. Harvey's Elementary Zoology is the laboratory guide, supplemented by other laboratory directions. Dodge's General Zoology is the text.

Botany—This is a course in plant structures. It is assumed that students entering this class have had High School Botany or its equivalent. For such students as have not had such work, classes are formed to take up the study of plants especially from the standpoint of Ecology. Clark's Manual is the laboratory guide, and Coulter's Plant Structures is the text. About three-fourths of the time is devoted to Cryptogamic Botany, and one-fourth to the Spermatophytes.

Bacteriology—This course is intended to take the place of the course heretofore offered in Physiology. It is believed the course has greater culture value and a greater practical value than the course it supplants. In connection with this course there are given lectures on public and individual hygiene, thus covering the really essential parts of Physiology as it is possible to teach it in public schools.

Laboratory Methods and Technique—The object of this course is to prepare teachers to instruct in the Biological Sciences in high schools and such institutions as may have laboratories and equipment. It aims to bring the student in contact with those problems which always trouble and perplex an inexperienced teacher, and to offer solutions for those problems. Such a course is believed to have a culture value as well as a practical one.

Equipment—The Biological laboratory is well equipped to do thorough work. It is supplied with water, gas and electricity. An attempt has been made to perfect the unit system. Each student is provided a desk with plate glass top and drawers for containing note books, dissecting apparatus, etc., and a cupboard for containing the microscopes. Each desk contains a Bausch & Lomb BB microscope stand with a complete set of objectives and eyepieces, and a W dissecting microscope stand with a 1-inch doublet. The lower drawers are arranged to hold dissecting instruments, reagent bottles, glassware, etc., all of which are furnished by the State. There are no laboratory fees. Each table is supplied with gas and with two burners—a Bunsen burner

and an illuminating burner for use when light conditions are not favorable. The laboratory is equipped with a modern incubator, steam and hot air sterilizers, water-baths, microtomes and all apparatus necessary to the preparation of laboratory material. There are opportunities for advanced students to do original and research work.

New Laboratory and Lecture Room—During the present summer a laboratory for advanced work in the Biological sciences will be equipped. This will be in every respect a model laboratory, and will offer exceptional opportunities to students who have had one or more years' work in the study of animal or plant types and desire to pursue their studies further along that line.

A new lecture room is about completed, with elevated seats, and equipped with a high-grade stereopticon for the projection of ordinary slides, microscopic objects, and opaque objects. It is also supplied with demonstration table, water, gas, and electricity.

PHYSICS.

B. G. Shackelford.

E. E. Pendray, Assistant.

Two courses in Physics will be offered, consisting of class recitations and laboratory work, occupying one double period per day.

1. An Elementary Course of 36 weeks.

The order of subjects will be: *First Term*—Mechanics and Heat. *Second Term*—Magnetism and Electricity. *Third Term*—Light and Sound.

Text: Carhart and Chute's Physics.

2. An Advanced Course of 36 weeks.

First Term—Advanced methods in mechanics and properties of matter, with determination of special problems.

Second Term—Electrical measurements. *Third Term*—Advanced methods in heat, light, and sound.

Text: Watson's Principles of Physics. Miller's Laboratory Guide.

This advanced work is specially designed for those who expect to teach Physics in the high school. The Physics laboratory is well equipped for all the work offered.

CHEMISTRY.

B. G. Shackelford.

, Assistant.

During the past year the Chemical laboratory has been supplied with a good assortment of Chemical apparatus and materials, which make possible a wide variety of experimental and analytical work. In this subject the following courses will be offered:

1. General Inorganic Chemistry, 36 weeks.

This course will be given with reference to the educational value of Chemistry, rather than the industrial application of Chemistry.

Text: Alexander Smith's Inorganic Chemistry.

2. Qualitative Analysis. A course of 18 weeks in the ordinary problems of chemical determination, to be followed by course

3. Quantitative Analysis, 18 weeks.

Text: Newth. The work in these last courses will have the industrial idea constantly in view.

4. Organic Chemistry, 36 weeks.

A study of the compounds of carbon as presented in Remsen's text, including laboratory work as provided in this text. The laboratory work will be extended according to the needs and ability of students taking the course.

5. Agricultural Chemistry, 36 weeks.

The application of Chemistry to soils, soil analysis, plant nutrition, fertilization of soils, and farm operations in general constitutes the subject of study. This course is open to those who are prepared for it from previous chemical studies.

AGRICULTURE.

_____, Director.
Ledru Rollin Johnson, Assistant.

The work in Agriculture is designed to train students to teach the subject in rural schools, to assist farmers themselves, to meet the demand for school gardening in cities, to impress the nature study idea, and to improve the appearance of farm homes and rural school grounds. It therefore covers a broad field, and requires an extended reading course accompanying the regular text-books, lectures and field and laboratory work.

The equipment is an experimental garden; a library of up-to-date books, a collection of bulletins from the United States Department of Agriculture and all the State Experiment Stations, and some simple laboratory apparatus.

COURSES OF STUDY.

Course 1—Soils, 12 weeks. Lectures.

Soil formation, soil composition and soil management are the chief subjects of study. A laboratory and field course of experiments accompany the lectures.

Course 2—Plant Culture, 12 weeks.

Text: Goff's Principles of Plant Culture. A thorough training in the scientific principles and laws governing plant growth and development, plant propagation and plant manipulation. Garden work accompanies the text, and students are required to make and grow grafts and cuttings, to practice budding, transplanting, pruning and other plant

manipulations; to grow annual flowers, small fruit and experimental plats of alfalfa, and such other work as the needs of the course demand.

Course 3—Home Dairying and Landscape Gardening, 12 weeks.

(a) Home Dairying, 6 weeks—Lectures. Milking; care of milk; butter making; selection of dairy herd; feeding, including the silo and balanced ration, are some of the principal subjects discussed. Laboratory experiments with the Babcock tester, and upon the keeping of milk, accompany the lectures.

(b) Landscape Gardening, 6 weeks—Text, Waugh. A brief course designed to awaken in students a desire for more beautiful home surroundings by showing them how they may be obtained. A study of the native trees, vines and shrubs, with respect to their use for landscape effect, accompanies the daily recitations, and at the close of the term each student must submit an original plan for the improvement of the Normal campus.

MANUAL TRAINING DEPARTMENT.

Charles Lamb, Director.

Edward Everett Pendray, Assistant.

_____, Assistant.

This course has many distinctive features. It includes work in several materials; basketry, textiles, cord, clay, cardboard, wood, and metals. The object of this course, like that of other departments, is educational. The several processes involved in taking a piece of rough material through the different steps, from the mechanical to the finished product ready for service, brings into operation many of the important powers of both hand and mind.

All material used in the different courses must be paid for by the student using it.

1. *Primary Handwork*—This course, which has been planned to meet the needs of the primary teacher, will be of value to any who desire to know more of this branch of handwork. It includes designing, making and decorating bookmarks, boxes, trays, picture frames, book covers, etc., in cardboard, illustrating stories of vegetable and animal life, representing home, barnyard and farm life on the sand table in clay, making rugs of the different textiles, making mats, doll hats, napkin rings of braided raphia, weaving baskets out of reeds and other materials.

2. *Hand and Bench Work for Elementary Schools*—The plan of this course includes work in clay, designing, making and decorating vase forms; knifework in making plant labels, string winders, pencil sharpeners, toothpick holders, windmill, water wheel, doll furniture, and many others. The first few exercises in benchwork are to form a correct acquaintance with the important tools and how to use them. An application of the tool processes follows in the construction of the flower pot stand, breadboard, book rack, pen tray, glove box, etc.

3. *Art and Hand Metal Work*—Such metals as sheet copper, brass, iron, and soft steel are used. Copper is

worked over forms into boxes, trays, bowls, vase forms, pitchers, and picture frames; brass and iron into hinges, coat and hat hooks, drawer pulls, escutcheons; soft steel into riveting and ball pein hammer, plumb bob, small square and calipers. All of this work includes roughing the surface, planishing, brazing, hand turning, finishing, and polishing in the way most suitable for the metal being used.

4. *Advanced Benchwork and Cabinet Construction*—After development of sufficient skill in exercise and elementary work, considerable liberty is allowed in the choice and character of the furniture constructions, such as footstools, taborets, tables, chairs, desks, and bookcases. The equipment will consist of twenty single benches and tools, all necessary extra tools, cases for tools, varnish, unfinished and finished work. Demonstration platform, bench and lathe and power grindstone.

5. *Wood Turning and Pattern Making*—As soon as the student has become familiar with the use of the wood turning tools and the operation of the lathes in doing work between two center face plates and clinch work, the principles are taken up. Enough foundry work will be done to illustrate the principles in pattern making, of draft shrinkage, coring, gate cutting, venting and finishing. Some of the patterns are: Ribbed pattern, wrench coupling and core box, gland and core box, face plate, grooved pulley, split pattern, wheel, etc. The equipment will consist of fifteen lathes and benches, with tool equipment for each. A finishing planer, combination cut-off and rip saw, band saw, foot-power mortising machine, power grindstone, and motor. In this course the student must have had at least one year's work in course 4, one year in mechanical drawing, or shall take it in this course.

6. *Forge Work*—The fundamental principles of forging will be taught by a progressive series of exercises in drawing, bending, twisting, fullering, upsetting, scarfing, welding and drawing, welding and tempering steel. The equipment will be ten down draft forges, with individual sets of

tools, sensitive drill, emery grinder, and power hammer. Students must have had one year in courses 4 and 5. Mechanical drawing to be continued.

7. *Machine Shop Practice*—To accomplish the fundamental principles of bench and machine tool work it is necessary to make several practice pieces. The use of several tools in these constructions is necessary to the development of progressive educational principles. Some of the exercises will consist in chipping, keyway cutting, filing, drilling, hand turning, and the use of the engine lathes, planer, milling machine, grinder, and emery grinder, which are the most important machines to be used.

ELOCUTION.

Gertrude Becker.

This course of study is designed to cover two years, with a third year of advanced work if desired.

First Year—Vocal Culture and Vocal Expression.

1. Breathing, voice culture through the imagination; voice training for purity, control, quality, strength.
2. Gesture developed according to psychologic laws.
(a) Spontaneous gesture, exercises resulting from mental stimulus, not from practice of set form of movement. (b) Analysis of gesture; emotionally manifestive, sympathetic, descriptive, and gesture as related to subjective and objective states of mind.

3. Interpretation of the printed page. (a) Careful study of the criteria of vocal expression; time, pitch, quality, force. (b) Mental attitude of reader; grouping, central idea, values, emotion, atmosphere, contrasts, climax.

Second Year—An appreciation of the literary and esthetic value of a selection is the first requirement for good reading.

1. Voice culture and vocal expression of the first year to be continued. Advanced work in the expression of the finer emotions.

2. Literary matter and literary form will be carefully studied. Under form will be studied the story, lyric, ballad, idyll, drama, rhythm, rhyme, tone-color, melody and style. Examples may be taken from Shakespeare, Tennyson, Browning. Students should provide themselves with these volumes.

3. Artistic Rendering. Half of the time will be given to practice work, aiming to make "to do as easy as to know what were good to do," to enable the student to realize his art ideals in his own work. Each student will read and recite for the criticism of the class and instructor. Voice, diction, phrasing, rhythm, gesture, will be treated as component parts of an artistic unity in each selection.

PHYSICAL TRAINING.

J. Clyde Elder, Director.

The principal aims of this department are to provide adequate means of enabling students to sustain and improve their health during the Normal course, and to encourage and aid in the formation of habits of correct hygienic living, and to qualify them to teach systematic physical training in the public schools.

All students are required to take at least one year's work in this department before graduation, and every one is encouraged to take regular and systematic exercise.

EQUIPMENT.

Two large gymnasiums are provided; one for the men and one for the women, each being 40 x 80, located on the lower floor of Academic Hall. Each is provided with bath and dressing rooms. A swimming pool is also provided, and is located in the Training School Building. An athletic field in the immediate vicinity of the Normal School is secured for the use of the athletic teams. Two well con-

structed tennis courts are located on the campus, and the free use of rackets and nets may be had by becoming members of the athletic association.

FALL TERM.

During the fall term the principal form of exercise is athletics; football being the most important outdoor sport. Systematic training is carried on and inter-collegiate games are played. For those who do not desire to take such strenuous exercise as football and basket ball, track athletics and gymnasium work are offered.

WINTER TERM.

Association football is played during this term whenever the weather permits. The indoor work consists of basket ball, a very beneficial and healthful indoor sport; indoor tennis, hand ball, and the regular gymnasium work, which includes work on apparatus, wand and dumb-bells, jumping, running, kicking, and diving.

SPRING TERM.

During this term the chief forms of exercise are carried on out of doors and include baseball, tennis, and track athletics. Society games of baseball are played, and also an inter-collegiate series of games. Regular gymnasium work is also carried on during this term.

ADVANCED COURSE.

For those desiring to specialize in physical training an advanced course is offered, including advanced gymnastic work, coaching various athletic teams, theory and practical teaching in the training school and Normal. Students completing this course are fully qualified to teach physical training in the high schools of the State.

MUSIC.

Celia Campbell, Director.

Public School Music and Chorus Work.

1. *Elements of Music and Sight Singing*—This course is designed primarily for students who have never studied the rudiments of music. It consists of sight reading, elementary theory, ear training and chorus work. The songs for the latter are selected from works by the best composers, and include the most famous choruses from the standard operas and oratorios.

2. *Teachers' Course*—Second Year Music. This is strictly a normal class designed to equip the grade teacher with a musical basis in the theory and practice of public school music. Sight Singing. Musical History. Song Interpretation. Voice Placing. Ear Training. Rote Songs. Child Voice. Chorus. Methods.

SUPERVISORS' COURSE.

The course as planned will require two years of serious work for completion. Standing equivalent to that required for the Elementary Normal Certificate is required for admission into the graduate department.

Junior Year—Notation. Ear Training. Sight Singing. Harmony. History of Music. Piano. Psychology. *With Senior Class*: Rote Songs, Child Voice. Chorus.

Senior Year — Methods. Conducting. Harmony. Sight Singing. Ear Training. Teaching. Voice Culture. Piano. History of Music.

Normal Choir—A chorus class for the study of the best choral works, part songs, and cantatas. This class will furnish music for chapel exercises and special occasions, and will meet for practice every morning at the first hour. One-half point credit in advanced music will be given for each year's work.

Glee Club—A boys' Glee Club will meet two times each week. This organization will train for concerts. One-half point credit in advanced music will be given for each year's work.

SCHOOL OF MUSIC.

PIANO.

Nora Naeter, Pianiste, Teacher of Piano and Violin.

Student Cincinnati College of Music, pupil of August Spanuth, New York; pupil of William Sherwood, Chicago; graduate of the Klindworth-Scharwenka Conservatory of Music, Berlin, Germany; private pupil of Philipp Scharwenka, Berlin; private pupil of Xaver Scharwenka, Royal Professor and President of Royal Academy of Arts, Berlin, Germany.

COURSE OF STUDY.

It is the intention of this course to assist in the cultivation of the science of Music, to stimulate the growth of art, by giving the student a thorough musical education. The course to be based on the study of the works of the greatest masters, and to embrace the best works of modern composers.

The greatest care is taken to secure a clear, even, and elastic touch and a full singing tone which is capable of every gradation of a color and power.

In order that intellectual musical progress shall accompany increased technical skill most carefully selected practice material, of exercises, studies, and pieces is used to meet the needs and develop the capabilities of each individual student.

While our course for graduation is divided into four years, it must be understood that the term "year" means a certain degree of proficiency in the course. The student must attain to this degree of proficiency before entering

the class for the following "year." A list of studies and pieces to be strictly adhered to is an impossibility, as the needs of the individual students are to be considered, and the material for practice selected accordingly. The following, however, will give an idea of the work covered in the different grades:

First Year Piano—Reimann, Germer, Gurlitt, Czerny—Germer Studies selected from Op. 261, 821, 599, 139, 829, 630. Kohler Op. 50, 526. Sonatines, Rondos, Variations, etc. Clementi, Kuhlau, Haydn, Mozart, Beethoven, Reinecke.

Second Year Piano—Czerny—Germer. Studies from Op. 299, 834, 135, etc. Heller Studies in Rhythm and Expression. Bach Little Preludes, Fugues, two part inventions. Sonatas, Haydn, Mozart; Mendelssohn's "Songs Without Words." Best compositions from classic and modern composers.

Third Year Piano—Cramer Bulow Studies. Clementi. Lebert. Gradus—Parnassum. Bach two and three part. Beethoven Sonatas. Selections from Mendelssohn, Chopin, Schumann, Schubert, Weber, Hiller, Heller, Gade, Jensen, Bendel, Tschaikowsky.

Fourth Year Piano—Clementi, Lebert, Gradus—Parnassum. Moscheles Op. 70. Kullak School of Octaves. Bach Well Tempered Clavichord. Beethoven Sonatas. Mozart, Beethoven, Mendelssohn's Concertos. Selections from Chopin, Henselt, Schumann, Greig, Raff, Nicode, Moskowsky, Philip Scharwenka, Xaver Scharwenka.

Post-Graduate Piano—Tausig Daily Studies. Kullak School of Octaves. Chopin Studies Op. 10 and 25. Rubenstein Selected Studies. Bach Well tempered Clavichord, Organ Transcriptions. Concertos—Mozart, Mendelssohn, etc. Concert pieces. Beethoven, Schumann, Rubenstein. Hiller, Reinecke, Tausig, Liszt, Brahms. Advanced Harmony. Counterpoint, Musical form.

PROFICIENCIES AND DIPLOMAS.

Candidates for proficiencies must complete the third year and be able to render acceptably compositions by classic and modern writers requiring technical skill equal to Cramer's Studies, and in addition must have one year in Harmony and one year in the History of Music. Candidates for diplomas must have completed the course.

VIOLIN.

This work is also in charge of Miss Naeter.

First Year—Violin School: Mettner. Pieces by Weiss, Greenwald, Sitt, De Beriot, Wolferman, Weidig, Althaus, Dancla, etc. Duos by Pleyel, Herrmann, Mazas, etc.

Second Year—Etudes by Kayser, David, Mazas. Pieces by Weidig, Dancla, David, Hauser, Schumann, Bohm, Alord, etc.

Third Year—Etudes by Mazas, Kreutzer, Pieces by Sitt, Ries, Spohr, Handel, Raff, Artot, Wieniawski, etc.

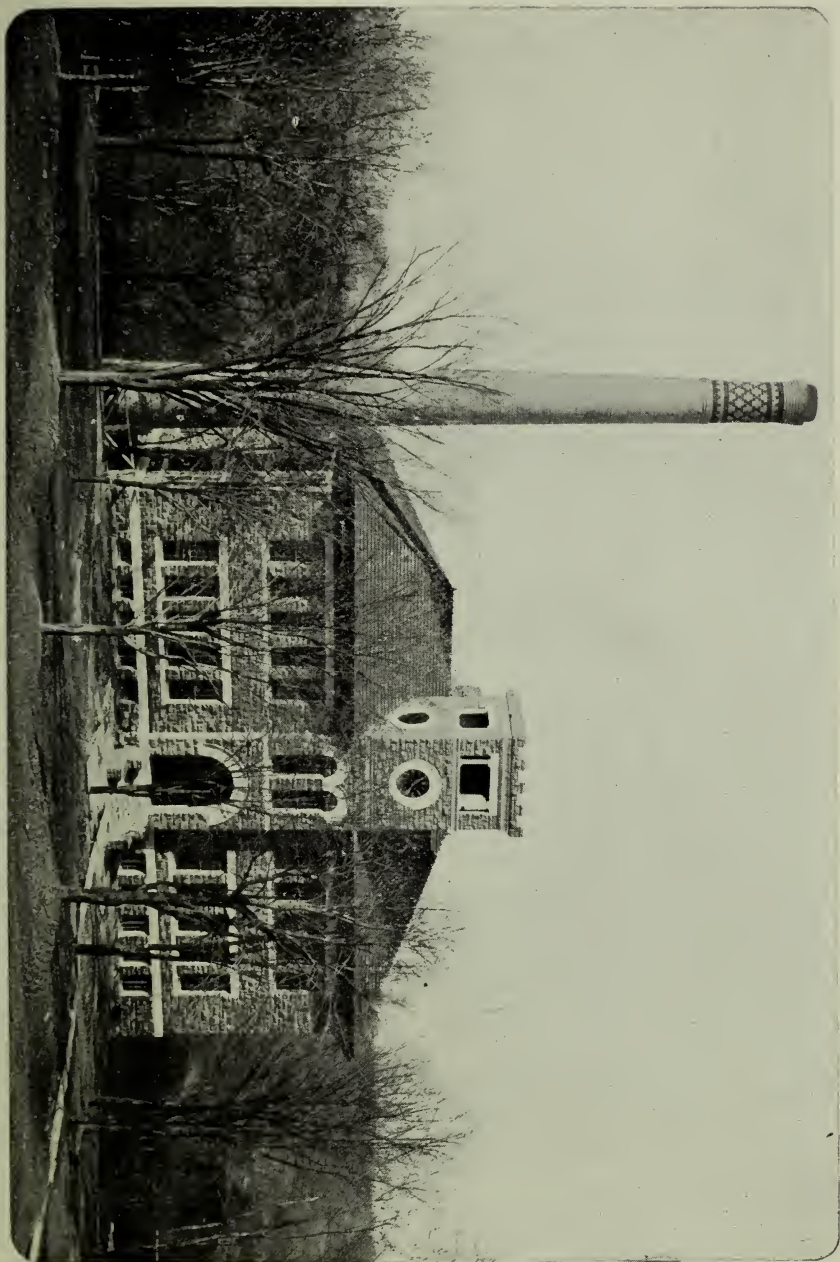
Fourth Year—Etudes by Rode and Fiorillo; Sonatas by Beethoven; Concertos and Concert Pieces by De Beriot, David, Spohr, Raff, Ernst, Vieuxtemps, Wieniawski, etc.

HARMONY.

First Year—Primary work in intervals, scale and chord construction. Original work in melody writing. Two and four-part harmony writing, with study of triads, chords of the 7th and 9th, as far as modulation.

Second Year—Key relation and modulation, chromatically altered chords, suspensions, organ point, etc.

Third Year—(Post-Graduate course.) Counterpoint.





PROFICIENCIES AND DIPLOMAS.

Students who complete three years of the course and one year in Harmony will be granted a proficiency in Violin. Candidates for graduation in Violin must complete the full four years course as laid down, two years in Harmony, one year in Musical History. Upon completion of this course students are entitled to a diploma in Violin.

VOICE CULTURE.

Blanche Cohen, Dramatic Soprano.

Graduate Conservatory of Music, Quincy, Ills.; private pupil of Miss Mary L. Adams, Boston; Miss Frances Moss and Miss Kate Cohen, Chicago; Mrs. Dean Frost, New York. Teacher of Voice past three years. To those wishing instruction in Voice a most excellent opportunity is offered. Miss Cohen is an experienced and efficient teacher. Her voice is a pure soprano of brilliant quality and good power, and her interpretations musical and unerring.

COURSE OF STUDY.

In the voice department, as well as all other departments of the study of music, the term "year" must be interpreted to imply a certain degree of proficiency.

No fixed list of songs and studies can be given and strictly adhered to, as the individual needs of each student must be met and material selected accordingly. The following will give an idea of the work to be covered:

First Year Voice—Voice training, including correct breathing, placing of voice, slow scales, sustained tones. Concone 50 lessons; Marchesi Elementary Studies Op. 1, part I. Vaccae. Sieber. Simple songs for phrasing and enunciation by best German, English, and American composers.

Second Year Voice—Voice training. Scales, Slow Trill, Arpeggios. Exercises by Veradot. Study of Cantabile Singing. Marchesi Op. 1, part II. Concone 25 lessons. English and German songs and ballads, and Italian arias. Chorus. The student must be able to play accompaniments, read vocal music, and appear in public performances. Completion of the course to this point entitles a student to a certificate of proficiency in Vocal Music.

Third Year Voice—Voice Training, rapid scales, trills, difficult cadenzas, Panofka Op. 81, part II. Lamparte Vocalises. Lutgen. Selections from oratoria, opera, arias. Schubert, Schumann, and other classical song writers. The student must have a general knowledge of the best music of the day, of the English, German, French, and Italian schools, History of Music, one year; German or French, one year; and the Freshman year in English.

Candidates for graduation in Vocal Music must have completed one year in Harmony, one year in History of Music, one year either French or German, the Freshman year in English, the second year's work in piano, be able to play accompaniments well, read vocal music at sight, and acquit themselves creditably in public recitals.

DIPLOMA IN VOCAL MUSIC.

The completion of the course through the third year • (two years of which must be in this school, except in very exceptional cases) entitles the student to a Diploma in Vocal Music.

Post-Graduate Class—Advanced Voice Training; Voice Repertoire. Students in this class must complete also the third grade (year) in piano.

STATE NORMAL SCHOOL MILITARY BAND. .

This excellent organization of over thirty instruments offers inducements to students who play band instruments, or desire to learn. Meetings are held three times per week,

and work is credited on the regular course. The instrumentation of the band is as follows: Seven cornets, 7 clarinets, 1 piccolo, 1 alto saxophone, 1 tenor saxophone, 4 altos, 4 trombones, 2 baritones, 1 B flat bass, 1 E flat bass, 1 BB flat bass, snare drum and bells, tympani, and bass drum.

Instruments will be furnished those who desire to take private lessons. Mr. Charles Armgardt, in addition to his services with the band, will give private instruction on the cornet, clarinet, and all brass and reed instruments. As a cornetist and clarinetist Mr. Armgardt is recognized as without a peer. For terms of private instruction see announcement of tuition under Music.

Applicants for places in the band should write to the Director, stating what instrument is desired, and the amount of experience applicant has had. Address H. L. Albert, Cape Girardeau, Mo.

TUITION—FOR NORMAL STUDENTS.

Payable strictly in advance.

(Two lessons a week for twelve weeks shall constitute a term.)

Piano—One term (Director).....	\$18.00
Piano—One term (Second Teacher).....	15.00
Voice Culture—One term	15.00
Violin—One term (Director).....	18.00
Violin—One term (Second Teacher).....	12.00
Cornet and Clarinet	15.00
Guitar, Mandolin	12.00
Practice on Piano—One hour per day.....	2.00
Harmony, in class	10.00

First year Harmony free to all piano students.

A pupils' recital will be given every two weeks. Public recitals by advanced pupils will be given frequently.

No deduction will be made for lessons lost, except in cases of protracted illness.

GENERAL REGULATIONS.

1. Students who are members of the Band or Choir shall attend all Band and Choral practices and rehearsals.

2. No student shall be allowed to undertake any public engagement without sanction of the teacher with whom he or she studies.

3. All fees are to be paid in advance. No deduction will be made for absence, except in cases of protracted illness.

Piano Practice—Pianos for practice will be rented to pupils at the rate of \$2.00 an hour for each term.

THE QUARLES PRIZE.

Through the courtesy of Mr. W. Howard Quarles a prize of \$40.00 in musical merchandise is offered to members of the Band. In awarding this prize the following points are considered: Attendance at Band rehearsal, 25 per cent; interest and enthusiasm as evidenced in work in the Band, 25 per cent; proficiency, 50 per cent. The basis for determining proficiency will be a contest to be held between March 1 and June 1, at which each contestant will be required to play a solo with band accompaniment. Full particulars of this contest will be announced later.

DRAWING.

Caroline Livingston.

First Year.

Fall Term—Landscapes—Without trees, with trees. Flowers, twigs, fruits, vegetables. Figure-pose.

Mediums: Water-colors, charcoal, and pencil.

Ancient works in sculpture gallery, and two important ancient artists will be studied.

Winter Term—Object drawing—Jars, jugs, type solids. Perspective—Parallel and linear. Design—Borders, book-covers, rugs, etc.

Mediums: Water-colors, charcoal, and pencil.

Mediaeval works in Sculpture gallery. Raphael.

Spring Term—Pattern-making, plans and elevations, working drawings. Clay Modelling. Design. Blackboard Drawing.

Second Year.

Fall Term—Flowers, vegetables, fruits. Sketch class from nature—color and pencil. Figure—Pencil, pencil and ink.

One day each week study of an ancient master.

Winter Term—Drawing from cast. Drawing from life. Historic Ornament.

Study of Mediaeval Masters.

Spring Term—Still life. Composition—Pictorial, decorative, constructive.

Study of Modern Masters.

MECHANICAL DRAWING.

First Year—Geometric problems. Projections.

DOMESTIC ECONOMY.

Elizabeth Fulton.

The aim of this course is to fit young women to be homemakers and to become capable women in whatever sphere their life work may be. Such studies as shall cultivate thorough observation, judgment, reasoning, and shall aid them to see the beautiful in nature and art, shall find a place here.

Woman's province, the home, is especially concerned in many of the sciences; bacteriology in its relation to home sanitation and hygiene; physiology to body structure and care of the body; chemistry to food compositions and their effects. Direct applications of these different studies are

made in the laboratory lessons in cooking, dietetics, home nursing, etc. Constant stress is placed upon accuracy and economy in handling materials and utensils. In studies on Home Management and Home Economics the pupils are instructed not only in the care of the home, but also in the selection and purchasing of all supplies. This, combined with the careful laboratory methods and the industrial features of the sewing course, makes the work thoroughly practical.

Physical Culture; Mathematics 2; History 1; English 2; Pedagogy 3; Drawing 1; Science (Biology 1, Physiology 1, Chemistry 1, Bacteriology 1,) 4; Domestic Science (Sewing 1, Cooking 2, Home Economics 1, Home Management 1,) 5.

First Year.

1.	2.	3.
Algebra	Algebra	Algebra
English	English	English
Biology	Biology	Biology
Sewing	Sewing	Sewing
Drawing	Drawing	Drawing

Second Year.

Geometry	Geometry	Geometry
English	English	English
Physiology	Physiology	Physiology
Dressmaking	Dressmaking	Dressmaking
Pedagogy	Pedagogy	Pedagogy

Third Year.

History	History	History
Pedagogy	Pedagogy	Pedagogy
Color and Design	Home Management	Home Management
Domestic Science	Domestic Science	Domestic Science
Chemistry	Chemistry	Chemistry

Fourth Year.

Bacteriology	Bacteriology	Bacteriology
Pedagogy	Pedagogy	Pedagogy
Household	Household	Household
Economics	Economics	Economics
Domestic Science	Domestic Science	Domestic Science
Home Nursing	Hand Work	

SEWING.

First Year—Students make books of models, covering a full course in hand sewing. Care and use of machines. Drafting simple patterns.

Second Year—Use of dress cutting. Cutting and making of shirt waist suit. Study of fabrics.

COOKING.

First Year—Third Term: Use of fuels; management of stoves; care of utensils; cookery of vegetables, meat, eggs, cereals, bread-making.

FOOD STUDY.

Second Year—Second Term: Definition and classification of foods. Study of food values and discussion of important foods as to composition, digestion, use, etc.

HOME MANAGEMENT.

Third Year—First and Second Terms: Sanitary construction of home. Economical, yet beautiful furnishing. Household supplies.

HOUSEHOLD ECONOMICS.

Fourth Year—First and Second Terms: Continuation of Junior Home Management. Expenditure of income. Discussion of domestic service.

DOMESTIC SCIENCE.

Third and Fourth Years—Study of food preservation. Source, chemical composition, digestion, metabolism of carbohydrates, proteids and fatty foods. Making of menus for different meals, with proper food combinations. Purchasing of supplies.

The practical work will include all methods of food preparation; preservation of fruits; serving of meals.

DIETETICS.

Fourth Year—Third Term: The balanced dietary; nutritive and dietetic value of various foods.

Practical work in preparation of meals suited to various classes of workers—also in preparation of invalid foods.

HOME NURSING.

Fourth Year—First term: Furnishing and care of sick room. Use of anti-septic and disinfectants. Application of bandages.

TRAINING SCHOOL.

Aim—The aim of the training department is threefold:

1. To conduct an elementary school according to the principles known to be sound through the experience and research of leading educators.

2. To enable students to observe scientific methods of teaching.

3. To enable students to put into practice the principles of teaching which they have derived.

To accomplish this threefold aim the greatest care is given to the individual interest of both pupils and students. The principle is maintained that whatever promotes the well-being of the child, best serves the student in his search for truth.

Plan—The course of study is made as continuous as possible through kindergarten, primary, intermediate, and grammar grades. The general organization of the Training School resembles that of the elementary public school.

The following outline indicates the purpose and scope of the work in the various grades.

Kindergarten.

It is through observation and work in the kindergarten that the student gets a sympathetic acquaintance with the fundamental facts of child life. In recognition of the importance of the kindergarten, this school has established a complete course of kindergarten training. A well-equipped kindergarten, numbering twenty-five or more children, offers an opportunity for studying children. This is not intended for kindergarten training alone, but also to give young teachers an insight into the whole of education; for the principles which underlie kindergarten instruction apply

to the whole range of the educational process. The course trains teachers to work in the kindergarten with due regard to succeeding years in the growth of children, and particularly with regard to the primary work.

Primary Department.

No break is made between the kindergarten and primary work. The songs continue with increasing educational and ethical value. The games give a social atmosphere to the work in physical culture and sense training. Hand work develops into systematic manual training, and the sense training becomes more specifically the recognized basis of later work in the exact sciences.

English—Grade 1.

The aim in English is to cultivate good taste in reading, develop the power to read, and cultivate the power of oral and written expression.

Literature:

Board work, charts.

Selections from the following:

Child Life.

Bass Reader.

Three Years With the Poets.

Songs From Treetop and Meadow.

Classic Stories—McMurry.

Nature Myths—Cooke.

Fairy Tales—Anderson.

Story of Ab—Waterloo.

Phonetics:

Vowels, consonants, combination of consonants.

Memory work:

Nature Study:

Work as outlined in Nature Study Course for graded schools, prepared by Prof. H. L. Albert, and published as the January, 1905, bulletin.

Mathematics:

Counting by 1's, by 10's to 100, by 2's to 20, by 3's to 18,
by 4's to 20.

Written numbers to 100.

Addition Tables. Combinations are developed and
memorized.

Measurements. Pint, quart, inch, foot, yard, cent.

Comparisons based on Speer Method.

Grade II.

Literature:

Child Life—Second Reader.

Greek Myths—Clytie, Apollo, Daphne, Mercury.

Eskimo Life.

Hiawatha.

Aesop's Fables.

Lolomi—Bayliss.

Stories of Red Children.

Selected poetry.

Phonetics:

Review first grade work.

Phonograms—ar, ay, ai, ei, etc.

Syllabication.

Nature Study:

Work outlined in Nature Study Course for Graded
Schools.

Mathematics:

Continue work as begun in first grade.

Fractions 1-2, 1-3, 1-4, 1-6.

Paper folding and cutting.

Story problems.

Addition, subtraction, multiplication and division of
small numbers.

Grade III.

Literature:

Child Life—Third Reader.

Animal Stories—Thompson Seton.

Seven Little Sisters—Andrews.

Norse Legends—Mabie.

Story of Columbus.

Poems by Stevenson, Field, Sherman.

Alice in Wonderland—Carroll.

Dictation :

Selections from reader, studied with reference to capitals, punctuation and form of expression.

Composition :

Oral work.

Written work developed by teacher.

Letter writing.

Indentation of paragraphs.

Quotations.

Drill in spelling.

Drill in use of is and are, was and were, has and have.

Phonetics :

Lists of words to be marked and sounded.

Clear enunciation.

Nature Study :

See Nature Study Course for Graded Schools.

Mathematics :

Work as arranged in Southworth-Stone's Arithmetic,
Book I.

INTERMEDIATE DEPARTMENT.

Fourth Grade.

Geography :

a. Home geography.

1. People.

2. Industries.

3. Exports and imports.

4. Climate and soil.
5. Frequent trips to study the topography of the surrounding country.
- b. United States.
- c. A brief study of all the continents, especially noting the relation which the topography bears to the life and habits of the people.

Text: Tarr and McMurry Geography. Book I.

History:

Stories of the pioneers of the Mississippi Valley, including the explorations of Joliet and Marquette.

La Salle.

Henepin.

Boone.

Clark.

Literature:

- a. Reading.

Lights to Literature—Book IV.

Aladdin; or, The Wonderful Lamp.

King of the Golden River—Ruskin.

Selections and biographies of Longfellow and Whittier.

- b. Language.

Oral and written composition work based upon the work done in Nature Study, stories, and the study of great pictures.

Text: Language Through Literature, Art and Science.

Arithmetic:

Work is based upon the first book of the Southworth-Stone Arithmetic Series.

Fifth Grade.

Geography:

Work covers the first half of the Tarr and McMurry Geography—Book II.

Arithmetic:

Based upon the first half of the Southworth-Stone Arithmetic—Book II.

History:

Stories of the early explorers: Columbus, Raleigh, the Cabots, Capt. John Smith.

Literature:

a. Reading.

Lights to Literature—Book V.

Selections and biographies of Holmes, Hawthorne, Irving.

b. Language.

Oral and written reproduction of stories; original stories; letter writing; study of great masterpieces in art; memorizing of poems. Work covers the first half of the School Course in English—Allen & Hawkins.

Sixth Grade.

Geography:

Last half of the Tarr and McMurry Geography—Book II.

Arithmetic:

Last half of the Werner Arithmetic—Book II.

History:

a. Explorations: Spanish, English, French, Dutch. Territory claimed by each and upon whose discoveries the claim is based.

b. The Colonies.

c. Causes of our great wars.

d. The heroes of our country.

e. Expansion of the American people.

Text: The Story of American History—Blaisdell.

Literature:

a. Reading.

1. Study and dramatization of Hiawatha.

2. Biographies and selections from Bryant, Webster, Cooper.
 - b. Language.
 1. Work similar to that done in the fifth grade continued.
 2. Elementary Grammar.
Text: The School Course in English—Allen & Hawkins.
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BIBLIOGRAPHY.

Intermediate Grades.

Story of Little Konrad—Campbell.
Little Metzu—Campbell.
Little Journeys to China and Japan.
Little Journeys to Scotland and Ireland.
Stories of Colonial Children—Pratt.
Wah Sing, Our Little Chinese Cousin—Campbell.
Legends of Norseland—Pratt.
Stories of Old Germany—Pratt.
Stories of Great Musicians—Thayer.
Adventures of Ulysses—Lamb.
Child of Urbino—De La Rame.
Story of King Arthur—Pratt.
Myths of Old Greece—Pratt.
Little People of Japan—Muller.
Nurnberg Stove—De La Rame.
Stories of Famous Pictures—Powers.
Children in Literature—Husted.
American History Stories. Vol. I-IV—Pratt.
World History in Myth and Legend—Chadwick.
Pilgrims and Puritans—Moore.
The Heath Readers. IV-VI.
The Jones Readers. IV-VI.

GRAMMAR DEPARTMENT.

Seventh Grade.

History :

History of the United States—Thomas.

1. Period of Early Discoveries and Colonization.
2. Revolutionary War.
3. Development of the Constitution.
4. The Administrations to Lincoln.

Arithmetic—Southworth-Stone, Book III.

Percentage.

Review of Denominate Numbers.

Science :

Fall—Tree and Leaf Study. Seeds.

Winter—Physiology.

Spring—Bird Study.

Gardening :

The changes of Nature during the year.

Literature :

Sketch Book—Irving.

Miles Standish—Longfellow.

Tanglewood Tales—Hawthorne.

Supplementary work.

Geography :

Text: Tarr and McMurry. Book III.

Study of South America and Europe.

Industries of these countries—Rocheleau.

Supplementary reading from Carpenter's Readers and other books of travel.

Grammar :

Text: Allen & Hawkins.

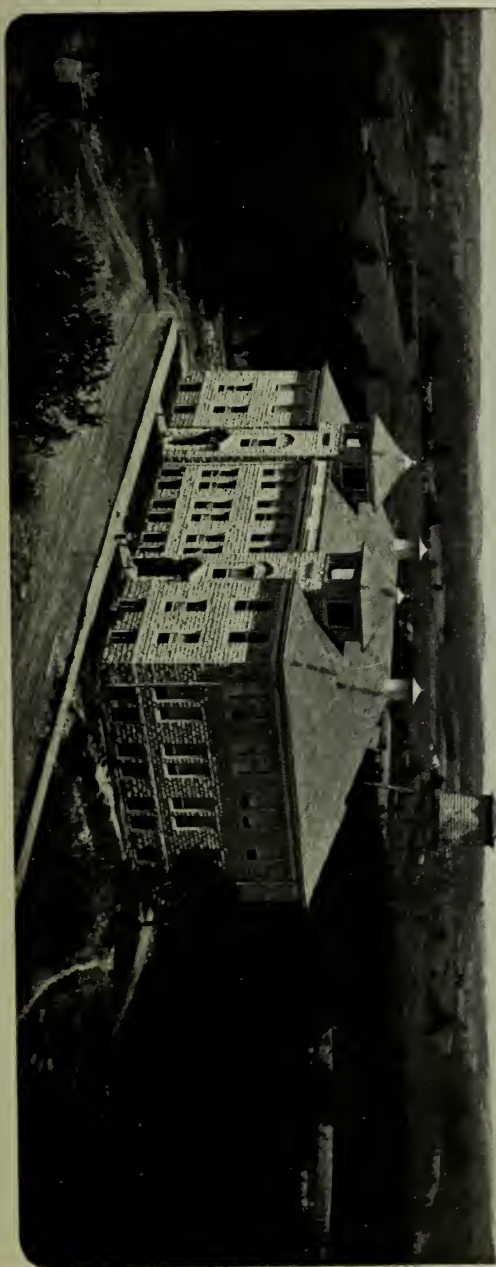
Classification of sentences.

Complete study of noun, pronoun and adjective.

Writing and analysis of many original sentences.

Composition based on all phases of school work.

TRAINING SCHOOL



Eighth Grade.

History :

United States. Civil War to present time.

Text: Thomas. History of Industrial Development
in United States.

Civics: Text, Ashley.

Comparison of English and United States Govern-
ments.

Arithmetic:

Review of Percentage.

Text: Southworth-Stone, Book III.

Business Application.

Ratio and Proportion.

Mensuration.

Science:

Fall—Agriculture—Elementary study of soils.

Study of Domestic Animals.

Dairying—Sanitation Laws.

Storing of food products for winter.

Winter—Physiology.

Spring—Bird Study.

Wild Flowers—Weeds.

Gardening.

Literature:

The Merchant of Venice—Shakespeare.

Julius Caesar—Shakespeare.

Tale of Two Cities—Dickens.

Supplementary work.

Geography:

Text: Tarr and McMurry, Book III. A study of
Europe, Asia, Africa, Australia, and our island
possessions.

Review: Industrial geography of the United States.

A history of our acquired territory.

Grammar:

Text: Allen & Hawkins:

Review of sentence structure.
Review of noun and pronoun.
Complete study of the verb.
Analysis of many sentences.
Composition based on all phases of school work.

HIGH SCHOOL DEPARTMENT.

First Year.

English—Grammar. General review—Rigdon. Composition. Narrative, Descriptive. Literature. Book of Famous Verse—Repplier. Vision of Sir Launfal. Ivanhoe. Julius Caesar.

History—General—Botsford.

Algebra—To quadratics. Stone—Millis.

Latin—Collar and Daniell.

Science—Physical Geography. Agriculture—Burkett, Stevens and Hill.

DRAWING.

Primary Grades.

The work in drawing will be classed under the following general heads:

Illustration of stories—correlated with lessons in reading.

Imagination and Memory—Specially from daily life and surroundings.

Nature—Flowers, twigs, landscapes.

Clay—Story-telling, figure, vase-forms, borders and booklets.

Intermediate Grades.

Nature.

Figure-pose.

Design—Correlated so far as possible with other courses.

Grammar Grades.

Nature.

Figure-pose.

Design—Book covers, wall papers, lamps, iron, etc.

Perspective—Elementary principles.

MUSIC.

Primary Grades.

Through the singing of beautiful songs, musical sense and taste are developed and the various forms of rhythm introduced.

The scale in all positions on the staff is taught; the characteristic of each tone of the scale is emphasized; each tone is established in its relation to the others and is carefully drilled.

In the second, third and fourth grades daily drill is given in sight reading in all the different keys and the most simple time problems are studied.

Fifth and Sixth Grades.

The Chromatics, Sharp four and Flat seven, are introduced and studies in all the keys. The unequally divided beat and triplets are introduced, and many songs in illustration of the above problems are learned, together with the songs of season and other songs for the development of taste.

Seventh and Eighth Grades.

Two and three part chorals and glees from the best composers, together with folk and national songs, are used as the basis of the work in these grades. All problems of time, tune and rhythm are reviewed and drilled, and rapid sight singing is daily practiced.

ALUMNI OF STATE NORMAL SCHOOL.

Third District.

POST GRADUATES.

DEGREE—MASTER OF SCIENTIFIC DIDACTICS.

1883.

Burge, Lottie Cameron
*Cheney, Mrs. FrancisSyracuse, New York
Cheney, George, M. D.....Syracuse, New York
McNeeley, Eugene Jackson
McLeary, Henry, teacherCape Girardeau
Smith, George, teacher Collinsville, Illinois
Leech, Nannie (Smith)..... Farmington

1884.

Brooks, James, teacherDallas, Texas
Hickman, Jennie, teacherSt. Louis
Malone, James, M. D.....Borden, California
Proctor, Marcella, teacher..... St. Louis
VanAmburgh, James, teacherGreenville, Texas

1886.

Cheney, Lyman, druggist New York City, New York
Hamilton, Alfred Newport, Arkansas
Hines, Thomas Dickson, lawyer.....Jackson
Malugen, John Bonne Terre
Shoot, Kate (Dougherty)..... Trenton
*Specking, Henry Carondelet

1887.

*Cheney, James Bonne Terre
Cowden, Emma Pittsfield, Illinois
Wilson, Maple, druggist Cape Girardeau

*Deceased.

1888.

Zimmerman, Julius, financial agent.....St. Louis

1889.

Brown, Emma (Thompson)..... Aurora

Hauenschild, Clara Cape Girardeau

Norvell, Caston, teacher Paducah, Kentucky

1890.

Sloan, Albert Captain, United States Army

1891.

Fink, Buford Bloomfield

1893.

Ivy, Henry Jefferson, Georgia

Norvell, Edward, teacher Lineus

Watkins, William, teacher Walnut Ridge, Arkansas

Williams, Frank, teacher Alton

DEGREE—BACHELOR OF PEDAGOGY.

1877.

Cowden, Emma, teacher Pittsfield, Illinois

1878.

McNeely, Eugene Jackson

Polack, Theodore, lawyer Marysville, Kansas

Wilson, Ellen (Miller)..... Culbertson, Nebraska

1879.

Brewer, David, teacher Willow Springs

Cheney, Lyman, druggist New York City, New York

Cheney, GeorgeSyracuse, New York

Leech, Nannie (Smith)..... Farmington

Smith, George Porterville, California

1880.

Brewer, Mattie, teacher Milwaukee, Wisconsin

Brooks, James, teacher Dallas, Texas

Burge, Lottie, teacher Cameron
 Cheney, Jerome, lawyer Syracuse, New York
 Whitelaw, Rodney G. Cape Girardeau

1881.

Malone, James, M. D. Borden, California
 McLeary, Henry Cape Girardeau
 *Miller, William, teacher Cape Girardeau

1882.

Hickman, Jennie St. Louis
 Hines, Thomas Dickson, lawyer Jackson
 Ivy, Henry Jefferson, Georgia
 Proctor, Marcella, teacher St. Louis
 Van Amburgh, James, teacher Greenville, Texas

1883.

*Burrough, Frank, lawyer Cape Girardeau
 Pettit, Jennie (Morrison) Washington, D. C.

1884.

*Bingham, Edith (Fletcher) Leno, Arkansas
 Burford, Rebecca (Smith) Whittier, California
 *Cheney, James, teacher Bonne Terre
 Hamilton, Alfred, teacher Newport, Arkansas
 Hatler, Jessie (Malone) Borden, California
 Malugen, John, lawyer Bonne Terre
 *Specking, Henry, teacher Carondelet

1885.

Cramer, Emma, teacher St. Louis
 Green, Samuel, teacher St. Louis
 Kochtitzky, Ed. Mt. Airy, North Carolina
 Mathews, Charles, teacher Shawnee Town
 White, J. U., teacher Brookfield
 Wilson, Maple, druggist Cape Girardeau

1886.

Bahn, Rudolph, merchant Cape Girardeau
 Fox, Edgar Alonzo. Gen. Sec. Ky. Sunday School Ass'n

*Deceased.

Lusk, Benjamin, editor Jackson
 Matlock, Mattie (Hartzell) Poplar Bluff
 Ringo, Mann, teacher Ironton
 *Wilson, Thomas Richardson, Texas
 Zimmerman, Julius, financial agent St. Louis

1887.

Barry, Rose, teacher Birds Point
 Blankenship, William, teacher Loughboro
 Bonny, Jessie (VanAmburgh) Aurora
 Brown, Emma (Thompson) Aurora
 Harris, Jessie (Fink) Bloomfield
 Hauenschield, Clara Oakland, California
 Joyce, Thomas, teacher Cape Girardeau
 Norvell, Caston Paducah, Kentucky
 Randol, Nicholas, merchant Fort Worth, Texas
 Schneider, Rachel (Giessing) Desloge
 VanAmburg, Lewis, teacher Aurora

1888.

Burford, Richard Pueblo, Colorado
 Conrad, Ida (Mayfield) Grubville
 Cowen, Luther, teacher. 610 Baker St., Longmont, Colorado
 Davis, Samuel Butte, Montana
 Ellis, Hattie (Bennard) Commerce
 Evans, Sala, missionary Japan
 Fink, Buford, manufacturer Bloomfield
 Fleming, William, real estate Farmington
 Greenwood, George, M. D. Fredericktown
 Hall, Charles, merchant Dexter
 Isenburg, Fred, truck farm Corpus Christi, Texas
 Macom, Columbus, teacher Jackson
 *Milster, Fannie (Lane) Washington, D. C.
 *Minton, Charles Bloomfield
 Morton, Lew Cape Girardeau
 Perking, Benjamin, M. D. Denver, Colorado
 Ringo, Salena, teacher Arcadia
 *Roehl, Chester, teacher Cape Girardeau
 Sloan, Albert Captain, United States Army
 Vance, Frank, teacher Libertyville
 Williams, Elma (Ealy), teacher Cape Girardeau

*Deceased.

1889.

Beard, Pearl (Norvell)..... Paducah, Kentucky
 Chappell, Birdie (Hawkins)..... Cape Girardeau
 *Fink, Edith Bloomfield
 *Holloway, Lizzie, teacher Charleston
 Lane, Cyrus, Government official..... Washington, D. C.
 McLain, Wallace Cape Girardeau
 Roseman, Della, teacher St. Marys

1890.

*Baird, Thomas, teacher Kennett
 Bean, Edwin, lawyer De Soto
 Beard, Mattie (Slate)..... Vienna
 Bennett, Lee Mansfield
 Brown, Lulu (Rader), teacher Fayette
 Buelteman, Henry, teacher Grandin
 Finney, Virginia M..... Marble Hill
 Lehman, Marie (McClure)..... Clear Creek, Illinois
 Royster, James, teacher Cayce, Kentucky
 Watts, Susie, teacher Farmington
 Williams, Linda, teacher Cape Girardeau
 Williams, Frank, teacher Willow Springs

1891.

Burford, Kate, teacherKingsburg, California
 Clarke, Dollie, teacher St. Louis
 Clark, May, teacher Tuxedo
 Cline, Arthur, teacher Frohna
 Gaty, Mollie (Beckwith)..... Pueblo, Colorado
 Hartzell, Florence (Oliver)..... Raton, New Mexico
 Hauenschild, Bertha Cape Girardeau
 *Hitt, Lee, merchant Cape Girardeau
 Minton, Sabra (Limbaugh)..... Lodi, California
 Norvell, Edward, teacher Lineus
 Osterloh, Theodore, bookseller Joplin
 Shaner, Lawrence, teacher Jackson
 *Stewart, Alonzo, teacher Fredericktown
 Watkins, William, teacher Walnut Ridge, Arkansas
 Williams, Thomas, real estate Cape Girardeau

*Deceased.

1892.

Carroll, Maggie (Mauthe)	Pacific
Denny, Volney, doctor	Cedar Hill
Guemmer, Henry, teacher	Longtown
Keehn, Leonard, M. D.	St. Louis
Lutes, David, teacher	Lutesville
Steinbeck, August, editor	Uniontown

1893.

Albert, Harry Lee, Prof. Biology, S. N. S. ...	Cape Girardeau
Burley, Laura (Moody)	Cuba
Butler, Charles, lawyer	Doniphan
Caruthers, Lafayette, lawyer	Cape Girardeau
Cluley, Catherine (Smith)	St. Louis
Denney, Robert	Allenton
Douglas, Sidney, teacher	Cape Girardeau
Green, Belle, teacher	St. Louis
Hays, Edward, lawyer	Jackson
Hickman, Mollie	Puxico
Isenburg, Edward	Heyburn, Idaho
*Pepper, Charles, teacher	Cape Girardeau
Senne, Grace (Wilson)	Cape Girardeau
Shaner, James, lawyer	St. Louis
Stuart, Annie (Moore)	Artesia, New Mexico
*Vesey, Charles	Fort Wayne, Indiana
Westcoat, Ida (Howard)	DeLassus
Wilson, John, lawyer	Cape Girardeau

1894.

Allen, Russell, banker	Bernie
Alton, Amzi, teacher	Cape Girardeau
Benham, Pearle, teacher	Dexter
Carroll, Kate, teacher	Cape Girardeau
O'Donoghue, Nellie, teacher	Telluride, Colorado
*Reyburn, A. H., teacher	Bellevue
*Roehl, Geraldine (Isaacs)	Memphis, Tennessee
Riddle, George, merchant	Dexter

1895.

Cureton, Frederick	Red Point
Duncan, Louise (Frissel)	Fort Assiniboine, Montana
Hickman, Ella (Bonney)	Carbondale, Illinois

*Deceased.

McCullough, E. E., teacher	Hemet, California
Moore, H. S., teacher S. N. S.....	Cape Girardeau
*Moore, J. B., farmer	Oran
Reed, S. B., teacher	Ennis, Texas
Shaner, Roena, lecturer	Jackson
Winn, William Jackson	Des Arc

1896.

Browning, Ella, teacher	Texas
Hume, E. L., teacher	
Kelley, Kate (Bahn).....	Murphysboro, Illinois
*Lutes, Jacob, teacher	Lutesville
Medley, John S., banker	Whitewater
Sadler, Ella, teacher	Oak Ridge
Satterfield, Jennie (Raegen).....	Little Rock, Arkansas
*Stevens, Lilian	Cape Girardeau
Stuart, Lila (Moore).....	Cape Girardeau
Warren, Mattie (McMullin).....	Sikeston
Wilson, Edna, stenographer	Cape Girardeau
Woody, Nellie, teacher	Cape Girardeau

1897.

Baker, Samuel, Principal High School.....	Joplin
Brooks, Annie (Seibert).....	Ste. Genevieve
Dysart, Chattie.....	Mussel Shoals, Indiana
Fullerton, Elizabeth	Cape Girardeau
Hallam, Eudora	
Haupt, W. H., teacher	Cape Girardeau
McLeary, Ophelia (Satterfield).....	Kennett
Randol, V. V., county surveyor	Kennett
Sitze, James Monroe, teacher	Cape Girardeau
Stearns, B. S., teacher	Hayti
Stuart, Edward, banker	Washington
Summers, George, bank cashier.....	Cape Girardeau
Taylor, Lizzie (Pruitt).....	Advance
Vaeth, Joseph A.....	Cape Girardeau
VanAmburg, A. J.....	Piedmont
Wallenkamp, Octavia (Bagby).....	Washington

1898.

Albert, Alma (Wood).....	Baltimore, Maryland
Albert, Clara (Coerver).....	New York City

*Deceased.

Bradley, James A.....	Kennett
Catern, Josephine (Cantrell).....	Cape Girardeau
Dauess, Charles, lawyer	St. Louis
Dennis, Kate, teacher	Jackson
Fletcher, Alma	Arcadia
Fullerton, Ilo (Bartley).....	Cape Girardeau
Hawkins, Mattie (Schultz).....	St. Louis
McKee, H. N., preacher	Boonville
Napper, J. R. H.....	Potosi
Nelson, E. W.....	Taylor
Nettles, Julia, teacher	Cape Girardeau
O'Donoghue, Florence	Telluride, Colorado
Oliver, Burette, lawyer	Cape Girardeau
Porterfield, W. L., physician	Chicago, Illinois
Scivally, Dennis	Cape Girardeau

1899.

Barenkamp, Frances, teacher	Cape Girardeau
Cline, Carrie, teacher	Pocahontas
Farmer, George, teacher	Cape Girardeau
Frost, Frank	Denver, Colorado
Kaechle, Lizzie (Knabb).....	Valley Park
Murray, W. W., teacher	Silica
Mathews, Katherina (Gail).....	Marquand
Nettles, Georgia, stenographer	Cape Girardeau
Porterfield, Beulah (Coffman).....	St. Louis
Stout, Marvin	Cape Girardeau

1900.

Astholz, Mollie, teacher	Cape Girardeau
Bowman, L. L., lawyer	Cape Girardeau
Cook, Jennie, teacher	St. Louis
Copeland, Lida (Powell).....	St. James
Fisher, Lulu (Emory).....	Cape Girardeau
Fulbright, James F., lawyer	Doniphan
Gladish, S. L., lawyer	Osceola, Arkansas
Gruenewald, Cornelia, teacher	Washington
Gruenewald, Wesley E.....	Warrenton
Harris, Lulu, teacher	Jackson
Harris, Irene	Cape Girardeau
Harris, Gertrude, stenographer	Cape Girardeau
McWilliams, John	Jackson
*O'Bryan, Irene	Charleston

*Deceased.

Phelan, John M.....	Clayton
Pierce, James William, teacher	Perryville
Pogue, J. O., teacher	Fredericktown
Snider, G. B., merchant	Marble Hill
Vaeth, L. H.....	Ste. Genevieve
Vineyard, Alice, teacher	Caruthersville
Wilson, Gregory, physician	Cape Girardeau

1901.

Atkinson, Jeff, government service	St. Louis
Buehrmann, Elma, teacher	St. Louis
Buehrmann, Annette, teacher	St. Louis
Burris, Eva	Puxico
Breier, Cecilia, teacher	Ferguson
Bailey, R. E., teacher	Sikeston
Bohnsack, Ella (Kinder).....	Cape Girardeau
Cover, Stella (Thompson).....	Cape Girardeau
Dietrick, Frank, circuit clerk	Hillsboro
Duckworth, Joseph A.....	Los Angeles, California
Gladish, Jattie (Kingsbury).....	Benton
Groves, Andrew W., teacher	Charleston
Juden, Barbara (Sackmann).....	Cape Girardeau
Juden, Alma, teacher	Cape Girardeau
Kail, Zaida, teacher	Cape Girardeau
McKnight, Robert Cicero, teacher	Cape Girardeau
Machen, Marguerite, teacher	Cape Girardeau
Perry, Edmond	Cape Girardeau
Reid, Theodore	Bloomfield
Smith, Maud, teacher	Doe Run
Smith, Emma, teacher	Doe Run
Smith, Kate, teacher	Doe Run
Tarter, F. M., merchant	Stroud, Oklahoma
Woody, Sadie	Cape Girardeau
Woody, Ida Lee, teacher	St. Louis
Wilson, Addie, teacher	St. Louis
Whitelaw, Matilda (Williams).....	Philippine Islands

1902.

Boehm, Gustavus, teacher	Ava
Bates, Margaret, teacher	Piedmont
Bowman, Arthur, teacher	Cape Girardeau
Barnes, Lucy, teacher	Villa Ridge
Deneke, Samuel, teacher	Malden
Dodson, Elsie, teacher	Dexter

Groppe, Gustav, teacher	Caledonia
Irby, James, teacher	Poplar Bluff
Juden, Nannie, bookkeeper	Cape Girardeau
Loomis, Burt, teacher	Flat River
McKee, Jennie, teacher	Cape Girardeau
McKelvey, Edith, teacher	Kirkwood
Nolte, Julius, lawyer	Clayton
Proffer, Luther, teacher	Unionville
Ossenfort, August, teacher	St. Louis
Sander, Albert, merchant	Jackson
Sloan, Hattie, teacher	Long Beach, California
Taake, Edmund, physician	St. Louis
Ulrich, John	Cape Girardeau
Wilson, Julia (Nolte)	Clayton

1903.

Bohnsack, Anita Emma, teacher	Cape Girardeau
Carroll, Loretta Agnes, teacher	Cape Girardeau
Covington, Louise, teacher	Bloomfield
DeLisle, Cora Lee, teacher	Portageville
Finney, Wm. Ozro	Kennett
Fikuart, Joshua, teacher	Frankford
Limbaugh, Bernice, teacher	Jackson
Reneau, Mary Hays, teacher	Jackson
Schoebel, Lenore, teacher	Horton, Kansas
Wilson, Emma Jane	Cape Girardeau
White, Addie, teacher	Bloomfield

1904.

Alter, Sarah Edith, teacher	Kirkwood
Bray, Willis Joseph, teacher	Fredericktown
Dodson, Ida Bedford, teacher	Dexter
Dorst, Louise, teacher	Jefferson Barracks
Foster, Harry Walker	Cape Girardeau
Howard, James Edward, teacher	Festus
Irion, Frederick Christian, teacher	Cape Girardeau
Irion, Theophil William Henry, teacher	Boonville
Lee, Anderson, teacher	Fredericktown
Lauman, Arabelle, teacher	Welston
Lewis, Katherine, teacher	St. Louis
Loomis, Otis Love, teacher	Potosi
Miller, Ann Wilson, teacher	Culbertson, Nebraska
Proffer, Willis, teacher	Burfordsville
Sample, John, teacher	Puxico

Sander, Martha, teacher	Jackson
Slinkard, Mae (Stout)	Cape Girardeau
Smith, Edna Justine, teacher	Cape Girardeau
Spradling, Albert, teacher	Jackson
Tarlton, Lou Benona, teacher	Cape Girardeau
Wilson, Emma Anatalie	Cape Girardeau
Whitlock, Jennie (Kittel)	Unionville
Zimmerman, Orville, teacher	Dexter

1905.

Arnold, Ethel, teacher	Cape Girardeau
Day, Ruby Vera (Pinnel)	Moberly
DeLisle, Letha, teacher	Portageville
Dierssen, Anna Elizabeth, teacher	St. Louis
Drury, Odus Jean Paul, teacher	Bloomsdale
Hall, Harry Hilbert	Berger
Henry, Justina, teacher	Webster Groves
Hylton, Joseph Adolphus, teacher	Manchester
Kaechele, Mary Catherine	Cape Girardeau
Kies, Lydia, teacher	Jackson
Knepper, Ida May, teacher	Skidmore
Kochtitzky, David Wade	Cape Girardeau
Luckey, Lulu Blanche, teacher	Perryville
McDonald, James Thomas, teacher	Cape Girardeau
Miller, George Frederick, teacher	Farmington
Oliver, Allen Laws	Cape Girardeau
Pickens, Almus Glenn, teacher	Cape Girardeau
Pullen, Roberta Walker, teacher	Caruthersville
Simpson, Albert Dulaney, teacher	Charleston
Snider, Francis William, teacher	Campbell
Stoecker, Eleanor, teacher	Manchester
Westover, Raymond, teacher	Farmington
Winkler, Emilie, teacher	Dora

1906.

Aulsbury, Henry Morgan	Oran
Bagwell, Josephine Way	Diehlstadt
Baker, Susan	Sikeston
Bergmann, Cornelia Marie	Cape Girardeau
Brantley, Mary Emma	Jackson
Carroll, Gertrude	Cape Girardeau
Davis, Henry	Fredericktown
Foard, Edward Thomson	Doniphan
Hargrove, William Henry	Sikeston

Herzinger, Ernest Lewis	Farmington
Hunter, Ruth	Princeton
Hurt, Arthur Stratton	St. Clair
Huters, August Martin	Cape Girardeau
Krueger, Alvina Julia	Cape Girardeau
Marshall, Clarence Edwin	Doe Run
Masters, Sadie Ruth	Jackson
McCallum, Maud Sarah Elizabeth	Fredericktown
Oliver, John William	Bonne Terre
Oliver, William Palmer	Cape Girardeau
Phillips, Maude Irene	Bloomfield
Pfotenbauer, Frederick Conrad	Valley Park
Sailer, Edith	Cape Girardeau
Schrader, Alma Emma	Cape Girardeau
Scott, Ethel May	Rolla
Sears, Victor	Birchtree
Shackelford, Harvey	Cape Girardeau
Sharp, Grace Evelyn	Cape Girardeau
Simpson, George	Caruthersville
Simpson, Lila Noble	Charleston
Stewart, Thomas James	Doniphan
Tomlinson, William Loren	Morley
Vogelsanger, Clara	Cape Girardeau
Waymeyer, William Leonard	Cape Girardeau
Willer, Annette	Oak Ridge
Wilson, Adelaide Bernice	Cape Girardeau

1907.

Allen, Ida Louisa	Malden
Amis, Mary Louise	Cape Girardeau
Baker, Bessie Moore	Cape Girardeau
Bernard, Emil Henry Conrad	Oakville
Boehm, Charles Henry	Hermann
Burrough, Mary	Cape Girardeau
Chilton, Grace	Leeper
Davis, Margaret Catherine	Fredericktown
*Doherty, William Thomas	Dexter
Downs, Laura Maze	Fredericktown
Doyle, James Marvin	Neely's Landing
*Drum, Roy Allen	Marble Hill
*Dunn, Christine Myrtle	Marble Hill
*Durham, Elizabeth Browning	Cape Girardeau

*Will complete the course at the end of the Summer Session.

*Foeste, Ellenora	Cape Girardeau
Foley, Esther Mary	Cape Girardeau
Foristell, Naomi Whitfield	Foristell
Fraizer, Margaret Beulah	Cape Girardeau
Friant, Julien Nicholas	Cape Girardeau
Fromm, Herman	Hermann
*Gilbert, Alfred Otto	Cape Girardeau
Gladish, Lulu Emma	Jackson
*Henderson, Emma Hazel	Jackson
Hopper, Susanna	Campbell
Hunter, William Joseph	Benton
*Johns, William Leslie	Flat River
*Kinder, Effie Lillian	Buchanan
Kinder, Francis Millington	Buchanan
Machen, Florence Wyatt	Cape Girardeau
*Magill, Arthur Clay	Bonne Terre
*McNeely, John Gracey	Cape Girardeau
McNeely, Leila Edna	Cape Girardeau
*McNeely, Lester Ray	Cape Girardeau
Moore, Annie Margaret	Festus
*Murphy, Ferdinand Augustus	St. Clair
*Nations, Reginald Heber	Farmington
Oliver, Marie Marguerite	Cape Girardeau
*Pilliard, Ira Darwin	Festus
Ranney, Elizabeth Giboney	Cape Girardeau
Reif, Mary Coral	Cape Girardeau
*Sears, Albert	Licking
*Sebastian, Edward	Cape Girardeau
Shackelford, Benjamin Estill	Cape Girardeau
Shelton, Nettie Beth	Cape Girardeau
*Snider, Samuel Harrison	Malden
Stevenson, Hugh Roy	New Wells
*Taylor, Viola Elizabeth	Cape Girardeau
Townsend, Frank Edgar	Belgrade
Van Cleve, John Darwin	Cape Girardeau
Van Cleve, Thomas Curtis	Cape Girardeau
*Walther, Bertha	Cape Girardeau
White, Charles Johnson	Kimmswick
*Williams, Paul Raymond	Cape Girardeau
*Woody, Anna Marie	Cape Girardeau
Woody, Geraldine	Cape Girardeau
Yount, Essie May	Ironton

*Will complete the course at the end of the Summer Session.



ROOMS IN LEMING HALL

STUDENTS ENROLLED IN SUMMER SCHOOL, 1906

Abbott, Frederick	Blodgett
Abernathy, Earl Vest	Perryville
Abernathy, Joseph Robert	Lutesville
Abernathy, Duke Ewing	Perryville
Akins, Mary Alice	Cape Girardeau
Alexander, Mary Lorena	Jackson
Allen, Ida	Malden
Amis, Mary Louise	Cape Girardeau
Arnold, Ethel	Cape Girardeau
Arnold, Lucille	Benton
Babcock, Wallace	Higdon
Baird, Martin Joseph	Clarkton
Barks, James Alexander	Millheim
Bennett, Elmer	Bell City
Bennett, James William	Greenville
Bernard, Marie Lavonia	Elsberry
Bess, Franklin Pierce	Holcomb
Black, Georgia	Caruthersville
Blalock, Edward Marshall	East Prairie
Birkel, William Samuel	Hermann
Bohnsack, Anita	Cape Girardeau
Boltze, Florence Mildred	Poplar Bluff
Bone, Minnie Estella	Mill Spring
Boone, Joseph Jefferson	East Prairie
Bowman, Lloyd	Longtown
Boyd, Lillian	Esther
Boyd, Mattie	Esther
Boyer, Mary Gregoria	Festus
Brent, Lena Lucinda	Farmington
Brent, Nellie	Farmington
Brouk, Joseph Johnson	House Springs
Brown, Mabel	Charleston
Bruens, Harry Alfred	Hermann
Brune, Iva	Oak Ridge
Bullock, Mrs. Hattie	Poplar Bluff
Burns, Ella Marie	Charleston
Burns, Elizabeth	Charleston
Burroughs, Rosa Lee	Poplar Bluff

Cadenbach, Julia	Perryville
Cain, Henry	Bell City
Cantley, Charles Walton	High Gate
Capps, Willie	Doniphan
Cassels, Mattie	Holcomb
Cawthon, Maude	Kennett
Chapman, Alvin	Cotton Plant
Chapman, Elbert	Cotton Plant
Chenue, Evalyn	Cape Girardeau
Childress, Richard Lee	Bernie
Chostner, Cora	Scopus
Clark, John Walter	Piedmont
Clover, William	Cedar Hill
Clubb, Carrie	Puxico
Conrad, Ora	Alliance
Cook, Jennie	Cape Girardeau
Cotton, Etta Bee	Doniphan
Couch, John Leonard	De Soto
Counts, Lulu Maria	Farmington
Crain, Barney	Bernie
Crites, Beulah Agnes	Cape Girardeau
Daniel, Daisy	Greenville
Daniel, Aloysius Frederick	Charleston
Davidson, Dora	Taskee
Davis, Elizabeth Waples	Cape Girardeau
Day, Rubie Vera	Cairo
Dearmont, Russell Lee	Cape Girardeau
Dierssen, Anna	Cape Girardeau
Difani, Stella	Perryville
Dodson, Ora Jessie	Dexter
Doherty, William Thomas	Dexter
Downs, Laura Maze	Fredericktown
Doyle, James Marvin	Neely's Landing
Drinkwater, Fannie	Charleston
Duba, Frank	Allenton
Dunn, Regina Ethel	Marble Hill
Eason, Etta Earl	Puxico
Eason, Mary Louise	Puxico
Eaton, Claude	Belgrade
Elder, Susan	Caruthersville
Ellis, James Fernando	Lithium
Estis, Charles Hutson	Idalia
Evitts, C. W.	Sikeston
Foard, Edward Thomson	Doniphan

Foley, Esther Mary	Cape Girardeau
Fox, Floyd	Longtown
Fraizer, Margaret Beulah	Cape Girardeau
Frank, Elsie Josephine	Bonfils
Friant, Julien	Cape Girardeau
Fromm, Herman	Hermann
Geatley, Martin Patrick	Byrnesville
Geatley, Anna	Byrnesville
Gifford, John Alfred	Dittmer
Gilbert, Alfred Otto	Cape Girardeau
Gilliland, Mary Leotia	Cooter
Gladish, Lulu	Jackson
Glaser, Lenore	Cuba
Glaves, Daniel Vester	Twelve Mile
Goldsmith, William Merion	Campbell
Goodson, Blanche	Oak Ridge
Gowan, Bertha	De Soto
Gratiot, Louise	De Soto
Grossman, Pearl Elizabeth	Festus
Haldaman, Daniel Harrison	Jackson
Halter, Arthur	Flucom
Hamil, Lillian Martha	Cape Girardeau
Hanson, George	Belgrade
Hargrove, William Henry	Sikeston
Harkey, William	Senath
Harris, Charles	Benton
Harris, Jessie	Jackson
Hayden, Fabiola	Old Monroe
Hayes, Joseph	Fisk
Heinen, Julia	Morse Mill
Heinen, Katherine Helena	Morse Mill
Heldermon, Amanda	Cape Girardeau
Henderson, Mary	Salem
Hetherington, Deedie	St. Marys
Hilgert, John	House Springs
Hilgert, Joseph Vincent Robert	House Springs
Hitt, Viola	Cape Girardeau
Howard, Mary Louise	Ferguson
Hoy, Ida Blinco	Farmington
Hughes, Rolla	Kimmswick
Hunter, Ruth	Princeton
Huters, August	Cape Girardeau
Hyatt, Christiana	De Soto
Imhoff, Cora May	East Prairie

Irion, Frederick Christian	Cape Girardeau
Irion, Theophilus	Cape Girardeau
Jarvis, Ada Floy	Festus
Johns, William Leslie	Flat River
Johnson, Thomas Jefferson	Red Bird
Johnson, Herman	Avert
Johnson, Ethel Lillian	Festus
Johnson, Waldo Paton	Red Bird
Jones, Elizabeth	Caruth
Jones, Curtis	Caruth
Jones, Peter	Bernie
Jones, Henry Lee	Bloomfield
Jose, John William	Red Bird
Kassel, Verena Francis	Cape Girardeau
Kelleher, Josephine Madeliene	Rector, Arkansas
Kelleher, Sylvester Charles	Cape Girardeau
Kenner, Lucy	Elvins
Killian, Flora Blanche	Perryville
Kime, Jefferson	Kime
Kinhead, James Everett	Red Bird
Kitchen, Clemie	St. Charles
Kurre, Roxie	Oak Ridge
Lee, Anderson	Fredericktown
Lindsey, Florence Edna	Cape Girardeau
Loomis, Otis Love	Potosi
Lukefahr, Anna	Perryville
McDonald, James	Cape Girardeau
McCallum, Maude Sarah Elizabeth	Fredericktown
McCay, Alma Ora	Bismarck
McKay, Edith Iona	Bismarck
McClerkin, Jessie	Blytheville, Arkansas
McCollister, David Ransom	Lowndes
McCoy, Harvey William	Hillsboro
McFarland, Letitia	Hayti
McNeely, Leila Edna	Cape Girardeau
Magill, Arthur Clay	Bonne Terre
Manning, Prudence	Cape Girardeau
Masterson, Lucie	Cape Girardeau
Masterson, Martha	Cape Girardeau
Masterson, Forrest	Cape Girardeau
Mavity, Josephine Patton	Cape Girardeau
Meineke, Grover Cleveland	Red Bird
Metcalfe, Mary	De Soto
Meyer, John Logan	Bay

Miller, Hazel Beatrice	Cape Girardeau
Miller, Olive Andrew	Cape Girardeau
Miller, Alpha	Millerville
Miller, Mae Effie	Jackson
Mitchell, Ella	Morley
Montgomery, Elizabeth	Elvins
Moore, Myrtle	Bloomfield
Morie, Alma	Cape Girardeau
Morie, Elizabeth Eileen	Cape Girardeau
Morrison, Maude Ella	Hillsboro
Morrison, Edward	Hillsboro
Mueller, Helen	Cape Girardeau
Murchison, Mattie	Fulton, Kentucky
Murphy, Ferdinand Augustus	St. Clair
Murray, Nellie Harrison	Harviell
Murray, Emma Helen	Harviell
Myers, Katherine	Gravelton
Niblack, Elodie	Jackson
Oliver, William Palmer	Cape Girardeau
Oberle, Otilia	River aux Vases
Oliver, Oscar Irl	Charleston
Parker, Katherine	Cotton Plant
Parker, Ora Elizabeth	Cotton Plant
Pashia, Margaret	Racola
Pashia, Clarence	Racola
Pearce, Louise	Bonne Terre
Perry, Lenora Irene	Flat River
Pickens, Erma	Cape Girardeau
Pilliard, Ira Darwin	Festus
Pottenger, Cora	Poplar Bluff
Pounds, Justice	Morse Mill
Proffer, Vada	Jackson
Probst, Kergie	Cape Girardeau
Prost, Clara	Perryville
Pruett, William Henry	Malden
Randles, Jennie Loretta	Poplar Bluff
Ranney, Emma	Cape Girardeau
Rau, William August	Cape Girardeau
Redwine, Virginia	Corning, Arkansas
Reed, Edith	Laflin
Regan, Jacob Wesley Walton	Silva
Regenhardt, Elsie	Cape Girardeau
Richards, Gertrude Bramlette	Fredericktown
Ridge, James Walter	Bloomfield

Rife, Mrs. Mae	Bismarck
Kinewalt, Maud Ruth	Bonne Terre
Rockwell, Marie Jeanette	Fults, Illinois
Rogers, Audre	Vincit
Rogers, Emma	Mine La Motte
Rose, Joseph Robert	Cape Girardeau
Ross, Edith	Pascola
Rowe, Ruth Ruby	Charleston
Rudloff, Cecelia	River aux Vases
Russell, Katherine Ina	Bellevue
Sackmann, Ella	Farmington
Salter, J. P.	Parma
Sample, Emma Elizabeth	Pocahontas
Sample, John	Cape Girardeau
Sander, Martha Anna	Houck
Sawyer, John William	Caruthersville
Schnurbusch, Leo	Apple Creek
Schrader, Ella Amelia	Cape Girardeau
Scism, De Los	Bloomfield
Seabaugh, Nora Didamma	Daisy
Sears, Victor	Birch Tree
Sears, Albert	Licking
Sebastian, Edward	Cape Girardeau
Shackelford, Benjamin Estill	Cape Girardeau
Shane, Annie	De Soto
Shelton, Nettie Beth	Cape Girardeau
Shelton, James	Cape Girardeau
Shrum, James Charlie	Shrum
Simpson, Lila Noble	Charleston
Sivells, James	Dexter
Smart, Eunice	Bertrand
Smith, Burt Rousseau	Belgrade
Smith, H. B.	Parma
Smith, George Washington	Malden
Smith, Clarence Zenas	Hendrickson
Smyth, Mollie Augusta	Bonne Terre
Snider, Samuel Harrison	Campbell
Snider, Francis William	Campbell
Snyder, Jennie	Ironton
Steel, Paul	Leadwood
Steele, Mary Mildred	Ironton
Steele, Danton	Steele
Stevens, Ruby Ruth	Cape Girardeau
Stevens, Orel Dell	Cape Girardeau

Stevenson, Hugh Roy	New Wells
Stewart, Thomas	Parma
Stewart, Thomas James	Doniphan
Strunk, Louis Henry	Bay
Swan, Louis	La Forge
Tarlton, Anna	Cape Girardeau
Tomlinson, William Loren	Morley
Tubbs, Cora Lucretia	Canaan
Underwood, Berda Mae	Fredericktown
Van Cleve, Thomas Curtis	Cape Girardeau
Vaughan, Clara Susannah	Owensville
Vorbeck, Edythe Marguerite	Cape Girardeau
Waymeyer, William Leonard	Cape Girardeau
Welker, Wilber Marion	Bessville
Wells, William Franklin	Marble Hill
Whittaker, Nola Ellen	Cape Girardeau
Whitten, Alba	Alton
Willer, Alma	Oak Ridge
Williams, Myrtle	Doniphan
Williams, Camille	Doniphan
Williams, Paul Raymond	Cape Girardeau
Willikens, Regina	Chaffee
Willikens, Gwendoline	Chaffee
Wiley, Cora Jane	De Soto
Wiley, Carrie Belle	De Soto
Wiley, James Alvin	Cape Girardeau
Wiley, Edward Orlando	Ellington
Wilson, Belva	Morse Hill
Wilson, Robert Virgil	Cape Girardeau
Wolpers, John	Zalma
Woody, Geraldine	Cape Girardeau
Woody, Anna Marie	Cape Girardeau
Yallaly, Angela	St. Marys
Yount, Essie May	Ironton

ELEMENTARY CLASS OF 1907.

- | | |
|---------------------------|--------------------------|
| Barks, James Alexander | Manning, Prudence |
| *Belmar, Gertrude | McCain, Bessie Blanche |
| *Booth, Hilda Medora | *McGee, Hubert |
| Bonacker, Lydia Dorothy | *Meyer, John Logan |
| *Bruens, Harry Alfred | Minton, James Harry |
| *Cantley, Charles | *Moon, Etta |
| *Cload, Rivers | *Ogel, Myrtle Laura |
| *Cook, Gail | Oliver, Alexander Sloan |
| Crow, Harold | *Pickens, Maude |
| *Davis, Mildred | Proffer, Beulah Myrtle |
| Davis, Sara Lucretia | Pruett, William Henry |
| Dunn, Regina Ethel | *Randles, Jennie |
| Estes, Meta Cleveland | Ranney, Emma |
| Finck, Violet Clementine | Revelle, John Arnold |
| *Gardiner, William | *Rider, Elsie Lee |
| Geatley, Luke Thomas | *Roberts, Bertha |
| Greene, George Herbert | Rockwell, Jeanette |
| *Hammett, Eugenia | Sebastian, Edna |
| Hargrove, Oscar Lee | Schenimann, Harry Roy |
| Harness, Hannah Josephine | *Shelton, Ethel |
| Hawkins, Robert Franklin | Snider, Carrie |
| Henderson, Mary | *Snyder, Jennie |
| *Henson, Lydia May | Spreckelmeyer, Charlotte |
| Herrington, Myrtle Fay | Stevens, Ruby Ruth |
| Hoffman, Clara Luella | Terry, Bunney Ellen |
| *Hosea, George | *Underwood, Berda Mae |
| *Howlett, Myrtle Maude | Vinyard, Blanche |
| *Johnston, Essie Mayes | *Welker, Wilber Marion |
| *Johnston, Ethel | Wells, William Franklin |
| *Johnson, Waldo Paton | Whittaker, Nola Ellen |
| *Kinder, Hattie May | Woods, Augusta Lavona |
| *Love, Mamie Gehle | *Wolpers, John Henry |
| *Mabrey, Annie | *Wylie, Leah Emeline |

*Will complete the course at the end of the Summer Session.

STUDENTS ENROLLED IN REGULAR SESSION
1906—1907.

Abernathy, Deretta	Pocahontas
Abernathy, Duke Ewing	Perryville
Abernathy, Earl Vest	Perryville
Abernathy, Sheral	Farrar
Adams, Clinton	Beaufort
Adams, Mamie Susan	Beaufort
Adams, Augusta May	Pocahontas
Akins, Joel Hensley	Cape Girardeau
Albert, Geraldine	Cape Girardeau
Allbright, Blanche	East Prairie
Amis, Mary Louise	Cape Girardeau
Amis, Everett Lynes	Cape Girardeau
Ancell, Myrtle Anna	Gordonville
Armgaradt, Henry	Cape Girardeau
Arnold, James Calland	Cape Girardeau
Asher, Charles Dabney	Holcomb
Asher, John Wilson	Holcomb
Asher, Dorcas Freda	Holcomb
Babcock, Alexander	Higdon
Babcock, Wallace Warren	Higdon
Bahn, Lillian	Cape Girardeau
Bain, McRaven	Cape Girardeau
Baker, Avis	Cape Girardeau
Baker, Bessie	Cape Girardeau
Barks, James Alexander	Millheim
Barron, Charles Abraham	Mine La Motte
Beckley, Esther	Cape Girardeau
Beckman, Pauline	Cape Girardeau
Beggs, Gretta Imogene	Cape Girardeau
Beggs, Forney Irl	Cape Girardeau
Belew, Henry	St. Clair
Bennett, Lucy Columbia	Silva
Bennett, Mabel Eliza	Silva
Bennett, Clayton Valentine	Greenville
Bernard, Emil Henry Conrad	Oakville
Birdwell, Floy	Patterson
Bittick, Anna Adeline	Morse Mill

Blattner, Louis Charles	Cape Girardeau
Blom, John Henry	Washington
Boehm, Charles Henry	Hermann
Bohnsack, Frances	Cape Girardeau
Bollinger, Walter Thomas	Greenville
Bonacker, Lydia Dorothy	Eureka
Bone, Minnie Estelle	Mill Spring
Board, Frances Ellen	Farmington
Booth, Zoe	Hillsboro
Booth, Hilda Medora	Hematite
Bowman, Herbert Lloyd	Longtown
Bowman, Melvina May	Cape Girardeau
Brackmann, William	High Ridge
Bradshaw, Oscar	Ava
Brooks, Florence Gladys	Cape Girardeau
Brouk, Joseph Johnson	House Springs
Brown, Mabel	Charleston
Bruens, Harry Alfred	Hermann
Brucher, Lilly	Cape Girardeau
Bruhl, Robert	Fruitland
Bryan, William Elias	Cape Girardeau
Bryeans, Virginia Iniz	Oran
Bueltemann, Elmer Charles	Cape Girardeau
Bueltemann, Walter Vincent	Cape Girardeau
Bunnell, Benjamin Ethrege	Malden
Burket, Grace Ann	Poplar Bluff
Burrough, Mary	Cape Girardeau
Burrough, Kenrick Deane	Cape Girardeau
Burton, Artie	Piedmont
Burton, Daisy Marie	Piedmont
Butler, Lucie	Warren, Arkansas
Caldwell, Ben Ruff	Cape Girardeau
Caldwell, Eula May	Fruitland
Campbell, Edna Oris	Cape Girardeau
Cambron, Catherine Anna	Cape Girardeau
Cantley, Charles Walter	Owensville
Carroll, Marie	Cape Girardeau
Caruthers, Thomas Jefferson	Yount
Caruthers, Benjamin Everett	Yount
Chadwick, James Guy	Portageville
Chenue, Evalyn	Cape Girardeau
Chew, Levin Baker	St. Louis
Chilton, Grace	Leeper
Chostner, Grover Cleveland	Scopus

Clark, Claude Edward	Cape Girardeau
Clifton, Lennie	Cape Girardeau
Coerver, Helen Julia	Cape Girardeau
Coin, Thomas Franklin	Cape Girardeau
Cole, Nanky	Blackwell
Coleman, John Francis Regis	Aptus
Collins, Nellie	Cape Girardeau
Collins, Thomas	Cape Girardeau
Collins, Cora Mabel	De Soto
Colvin, Amma	Dexter
Cook, Gail	Dexter
Copeland, James Wade	Williamsville
Cotton, Bee	Doniphan
Corless, Bessie Evelyn	Chesterfield
Corless, Margaret	Chesterfield
Courleux, Ferdinand John	Oakville
Crabtree, Vern Cumi	Asherville
Crain, Barney	Bernie
Crean, Edward	Byrnesville
Crecelius, Amelia	Mehlville
Crites, Beulah Agnes	Cape Girardeau
Crow, Harold	Libertyville
Crow, Louis Mitchell	Grand Tower, Illinois
Crow, Blanche	Grand Tower, Illinois
Crumb, Harry Chase	Bloomfield
Cunningham, Leona May	Cape Girardeau
Cureton, Mary Elizabeth	Red Point
Davidson, Etta Chadwick	Cape Girardeau
Davidson, Andrew Leslie	Hornersville
Davis, Carrie	Cape Girardeau
Davis, Elizabeth Waples	Cape Girardeau
Davis, Margaret Catherine	Fredericktown
Davis, Sara Lucretia	Fredericktown
Day, Verna Opal	Cairo
Dearmont, Russell Lee	Cape Girardeau
DeClue, Edmond Henry	Richwoods
DeClue, Joseph Daniel	Richwoods
De Ruse, Nathaniel Hawthorne	Ojibway
Dial, David Haston	Senath
Dickey, Walter Edwin	Lutesville
Dickson, Laura	Ruble
Dickson, Mattie	Ruble
Dobyns, Victor Albert	Vanzant
Doherty, William Thomas	Dexter

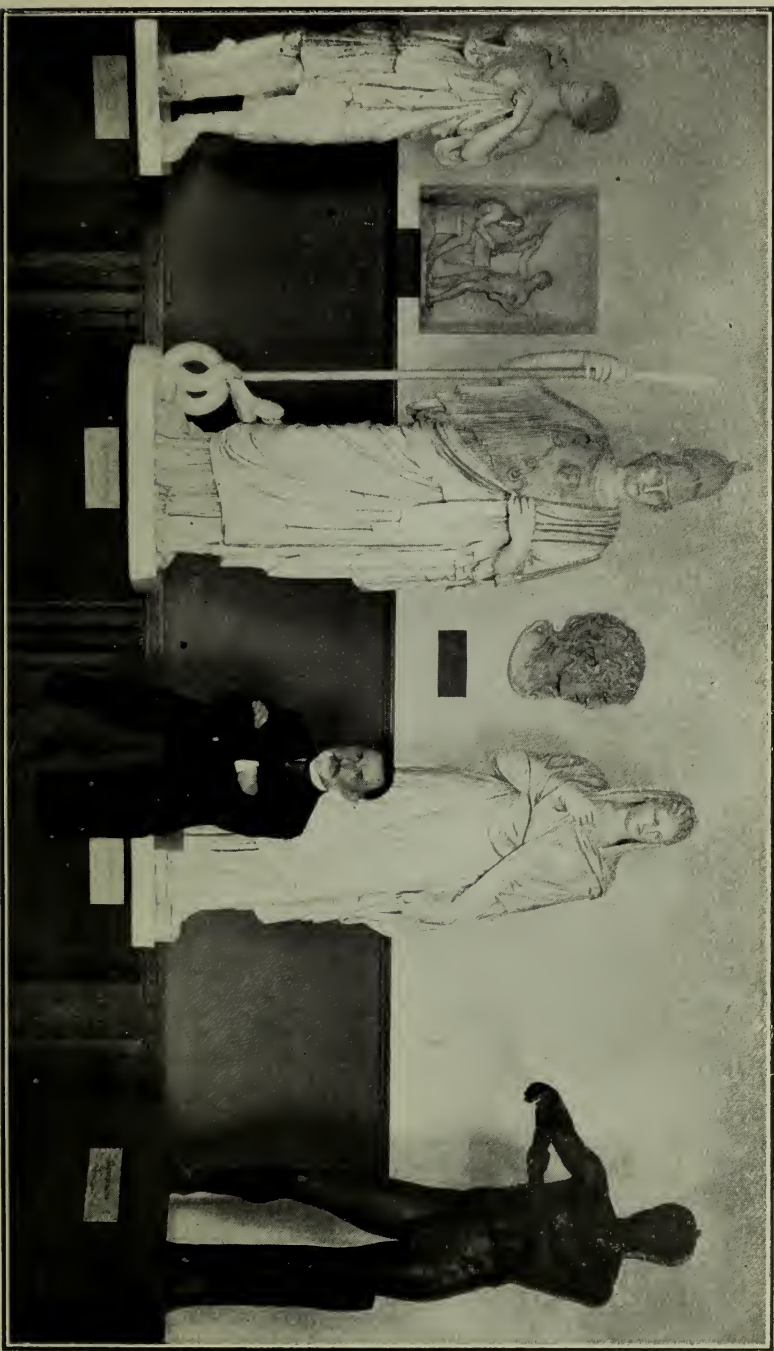
Donley, Warren May	Campbell
Downard, Minta	Potosi
Downs, Laura Maze	Fredericktown
Downs, Margaret Frances	Fredericktown
Doyle, James Marvin	Neely's Landing
Dozois, Charles	Cape Girardeau
Drewry, Clara Ellie	Campbell
Drinkwater, Clarence	Charleston
Drum, Roy	Marble Hill
Drury, Agnes Mary	Bloomsdale
Drury, Andrew Peter	Bloomsdale
Drury, Louis John	Bloomsdale
Duckett, Robert Jefferson	Williamsville
Duckett, Robert McNally	Williamsville
Duncan, Lyman	Leeper
Dunn, Christine Myrtle	Marble Hill
Dunn, Regina Ethel	Marble Hill
Durham, Elizabeth Browning	Cape Girardeau
Dunscorn, Robert Van	Clarkton
Eaton, Claude Alexander	Belgrade
Eggers, Frederick Carl	Farrar
Ellis, Erma Elizabeth	Doniphan
Ellis, Esther Mary	Oak Ridge
Ellis, James Fernando	St. Marys
Ellis, Rhettta Blanche	Cape Girardeau
Ely, Richard Wayne	Kennett
Engelmann, Edward	Cape Girardeau
Erikson, Della	Knob Lick
Estes, Meta Cleveland	Marble Hill
Estes, Rena Carrie	Farmington
Evers, William Clarence	Belknap, Illinois
Fake, Sarah Sturdivant	Festus
Fasta, Monroe	Cape Girardeau
Felker, Hallie May	Cape Girardeau
Ferguson, Oliver Jerome	Womach
Finck, Violet Clementine	Afton
Finney, Julia Elizabeth	Cape Girardeau
Finney, Rachel May	Cape Girardeau
Fisher, Estelle	Cape Girardeau
Fischer, Lillie	Altenburg
Flanery, Marion Lee	Cape Girardeau
Flett, Alice	Salem
Flett, Grace	Salem
Foard, Alvin Irl	Flatwoods

Foeste, Ellenora	Cape Girardeau
Foley, Esther Mary	Cape Girardeau
Foristell, Naomi Whitfield	Foristell
Fornes, Cora Eva	Benton
Foster, Ernest Brown	Cape Girardeau
Fowler, Addie Lela	Ardeola
Fraizer, Alice	Cape Girardeau
Fraizer, Margaret Beulah	Cape Girardeau
Friant, Julien Nicholas	Cape Girardeau
Frissell, Harry	Cape Girardeau
Fromm, Herman	Hermann
Fullerton, Leo Doyle	Cape Girardeau
Gardiner, William	Swinton
Geatley, Luke Thomas	Byrnesville
Geatley, Martin Patrick	Byrnesville
Gilbert, Alfred Otto	Cape Girardeau
Givens, Albert Lilly	Cape Girardeau
Gladish, Lulu	Jackson
Glenn, Garrett Leech	Cape Girardeau
Goldsmith, William Merion	Campbell
Gossmann, Erna Otilie	Bloomfield
Graham, George Jay	De Soto
Graham, Mary Ellen	Valley Park
Gray, Thomas Clyde	Cape Girardeau
Gray, Hazel Marie	Cape Girardeau
Gray, Noma	Poplar Bluff
Green, George Herbert	De Soto
Greer, Green Moore	Sikeston
Grimaud, Vincent Albin	Crosstown
Haddock, Minnie	Lowndes
Hahn, Malta Denis	Millerville
Haldaman, Daniel Harrison	Millerville
Haman, Benjamin Franklin John	Cape Girardeau
Hale, Claude Sterling	Caruthersville
Hall, Harry Hilbert	Berger
Hamil, Lillian	Cape Girardeau
Hamil, James Thomas	Cape Girardeau
Hamil, Gertrude	Cape Girardeau
Hamilton, Elmer James	Gordonville
Hammett, Eugenia	Maplewood
Hammonds, Isa	Bloomfield
Hargrove, John	Ellington
Hargrove, Oscar Lee	Ellington
Harmon, Zella Alta	Alexandria

Harness, Hannah Josephine	Charleston
Hartung, Clara	Cape Girardeau
Hawkins, Effie Inez	Point Pleasant
Hawkins, Robert Franklin	Valley Park
Hawkins, Lucille	Cape Girardeau
Hayden, Frank	Dexter
Hays, Lydia	Cape Girardeau
Heinbokel, Ira	Claryville
Heldermon, Amanda	Cape Girardeau
Heldermon, Albert	Cape Girardeau
Henderson, Hazel Emma	Jackson
Henry, Mary Alice	New Madrid
Hicks, Blanche Alpene	Kennett
Hilgert, William John	High Ridge
Hiller, Ethel May	Thebes, Illinois
Himmelberger, Harry Isaac	Cape Girardeau
Hincke, William Louis	Cedar Hill
Hines, Alma	New Wells
Hitchcock, Rada Nancy	Wolf Island
Hobbs, Joseph Thompson	Cape Girardeau
Hoffman, Clara Luella	Cape Girardeau
Hoffman, Emma Louise	Cape Girardeau
Hollis, Alice	Dexter
Hopper, Susanna	Campbell
Hopper, Henry Earl	Campbell
Hosea, George	Cape Girardeau
Howlett, Myrtle Maude	Charleston
Huff, Ada Maude	Perryville
Huffman, Cora Belle	Laffin
Hull, Bertha Virginia	Thomasville
Humphrey, Nellie Laura	Irondale
Hunter, William Joseph	Benton
Huters, Albert	Cape Girardeau
Huters, Olga Anna	Cape Girardeau
Hyatt, Christiana	De Soto
Imboden, Anna Ruth	Belgrade
Irion, Cornelia	Cape Girardeau
Irion, Otilie	Cape Girardeau
James, Lizzie	Poplar Bluff
Jamison, William Herbert	Irondale
Jenkins, Dora Eliza	East Prairie
Jenkins, John Christie	East Prairie
Johnson, Ethel Lillian	Festus
Johnston, Marguerite Bee	Cape Girardeau

Johnston, Mattie Hunter	Caledonia
Johnson, Rolla	Belgrade
Johnson, Waldo Paton	Red Bird
Johnson, William Herman	Bloomfield
Jones, Henry Lee	Bloomfield
Jones, Irene Louise	Cape Girardeau
Jones, Ruby	Jerico Springs
Joyce, Ethel	Sikeston
Juden, Donald Miller	Cape Girardeau
Juden, Mayme	Cape Girardeau
Juden, Mona Lee	Hayti
Keirse, Charles Thomas	Braggadocio
Kelley, Ernest	Corning, Arkansas
Kage, Frederick William	Cape Girardeau
Kassel, Bertha Alma	Cape Girardeau
Kassel, Mayme Alice	Cape Girardeau
Kiehne, Otto Christian	Gordonville
Kinder, Effie	Buchanan
Kinder, Francis Millington	Buchanan
Kinder, Mary Dickson	Buchanan
Kinder, Millington Nuton	Buchanan
Kirby, Marion	Dexter
Knott, George	Cape Girardeau
Kochtitzky, Otto	Cape Girardeau
Kropp, Charles August	Etlah
Krueger, Nellie Elizabeth	Cape Girardeau
Lang, Myrtle Viola	Appleton
Langdon, May	Cotton Plant
Latimer, William Herman	Conran
Leeper, Bessie Baker	Mill Spring
Leming, Rose	Cape Girardeau
Leutzing, Rebecca	Hillsboro
Lester, Belle Emerson	Columbus, Kentucky
Limbaugh, James Russell	Millerville
Limbaugh, Lester Hamilton	Millerville
Lindsey, George Heath	Cape Girardeau
List, Edgar	Cape Girardeau
Lockhart, William Otto	Tea
Long, Ernest Allen	Braggadocio
Long, Herbert	Braggadocio
Looney, Annie Edna	Cape Girardeau
Lorton, Ora Josephine	Beecher City, Illinois
Love, Mamie Gehle	St. Louis
Luckey, Opal	Cape Girardeau

Luckey, Viola May	Cape Girardeau
Lynn, John	Swinton
McAnnally, Robert	Marble Hill
McAnnally, Edward Davis	Kennett
McCain, Bessie Blanche	Cape Girardeau
McClerkin, Jessie	Blytheville, Arkansas
McCombs, Chester Arthur	Licking
McCullough, Jesse Anderson	Burfordsville
McDowell, James	Cape Girardeau
McGee, Olive	Jackson
McGee, Carrol	Irondale
McGrew, Thomas Joseph	Senath
McGrew, Vander Rufus	Senath
McGrew, Oceye	Senath
McGuire, Daniel	Jackson
McHaney, Mary Letitia	Kennett
McKay, James Clyde	Kennett
McKnight, Flossie	Cape Girardeau
McLain, Charles	Neely's Landing
McLain, Harry Lee	Cape Girardeau
McLane, Claude	Lowndes
McLane, Mae	Leora
McMullin, Medora	Hillsboro
McNeely, Leila Edna	Cape Girardeau
McNeely, Lester Ray	Cape Girardeau
McNeely, John Gracey	Cape Girardeau
McRaven, Pilgrim DeWitt	Purman
McVey, Don Bruce	Cape Girardeau
Machen, Florence	Cape Girardeau
Mahaffey, Ida	Hayti
Mainard, Effie Louisa	Matthews
Manning, Prudence	Cape Girardeau
Masterson, Roy Robert	Cape Girardeau
Mathias, Oliver John	Sappington
Mathews, Virgil Alexander	Chaonia
Maxwell, Emory Lewis	Irondale
Meatte, Hattie	New Madrid
Mecker, Carl	Perryville
Medley, Maud	Gordonville
Medley, Christine Belle	Jackson
Mercer, Coral	Ava
Metcalfe, Rachel	Maplewood
Meyer, Tillie Dora	Jefferson Barracks
Meyer, John Logan	Bay



SOME OF THE STATUARY



Meyer, Martin Jacob	Jackson
Meyer, Arnold Theodore	Altenburg
Miller, Clara Drew	Cape Girardeau
Miller, Elsie May	Millerville
Miller, Edwin Alexander	Cape Girardeau
Miller, George Argus	Cape Girardeau
Minton, James Harry	Cape Girardeau
Minton, Mae	Cape Girardeau
Mobley, Everett Bailey	Kennett
Montgomery, Elizabeth	Elvins
Montgomery, Augusta	Piedmont
Moore, Kathleen Irtis	Cape Girardeau
Moore, Annie Margaret	Festus
Moore, Ada Belle	Ellsinore
Moore, Lenn	Holcomb
Morie, Elizabeth	Cape Girardeau
Morie, Alma	Cape Girardeau
Morgan, Wilson	Whitewater
Morse, Julia Corinne	St. Louis
Morton, Ralph Waldo	Chillicothe
Mosier, Ella Mae	St. Louis
Moxley, Mattie	East Prairie
Moxley, Audrey	East Prairie
Mueller, Albert William	Altenburg
Mueller, Helen	Cape Girardeau
Murphy, Ferdinand Augustus	St. Clair
Myers, Grover	Buchanan
Myers, Cleveland Vest	Buchanan
Nations, Reginald Heber	Farmington
Nebe, William George	Jefferson Barracks
Nichols, Orvil	Cape Girardeau
Nichols, Reuben Edward Mayes	Malden
Nienstedt, Minnie Almeda	Millerville
Norman, Mavis Eunice	Alton
Nunn, Robert Gayle	Cape Girardeau
O'Bannon, Mayme	Hamburg, Arkansas
O'Kelley, Doc	Patton
O'Neal, Clarence Edward	Mill Spring
Ober, Oscar Frederick	House Springs
Ogel, Elbert Foster	Hematite
Ogel, Myrtle Laura	Hematite
Oliver, Alexander Sloan	Neely's Landing
Oliver, James Matthews	Neely's Landing
Oliver, Marie Marguerite	Cape Girardeau

Osterloh, Ernestine	Cape Girardeau
Owens, Roy Jefferson	Mill Spring
Page, Bernadine Marie	Cape Girardeau
Parrott, Oscar Blair	Essex
Patton, Warren Richard	Cape Girardeau
Pemberton, Grace Olive	Cape Girardeau
Pemberton, Ina Mamie	Cape Girardeau
Pemberton, Lillian Ethyl	Cape Girardeau
Pemberton, Mary Orr	Cape Girardeau
Petty, Grover	Kennett
Phillips, Harold	Point Pleasant
Phillips, Henry	Bloomfield
Phillips, James Ulysses	Cape Girardeau
Pickens, Erma Viola	Cape Girardeau
Pickett, Annie Mabel	Bernte
Pierce, William	Cape Girardeau
Pierce, Marie Thost	Cape Girardeau
Pilliard, Ira Darwin	Festus
Polk, Anna Theodocia	Arcadia
Polk, Lula Belle	Arcadia
Pollock, Fannie Leota	Campbell
Proffer, Beulah Myrtle	Crump
Proffer, Zella Iler	Tilman
Proffit, John Henry	Smithboro
Pruett, William Henry	Malden
Ramsey, Eula	Cape Girardeau
Randolph, Ransom Roscoe	Delwood, Illinois
Ranney, Elizabeth Giboney	Cape Girardeau
Ranney, Emma	Cape Girardeau
Ranney, Hathorne	Cape Girardeau
Rasche, Frederick Henry	Jackson
Rau, William August	Cape Girardeau
Rector, Bertha	Cape Girardeau
Reif, Coral	Cape Girardeau
Reif, Katherine	Cape Girardeau
Renner, Georgiana	Bloomfield
Revelle, John Arnold	Lutesville
Revelle, Radie	Cape Girardeau
Reynolds, Albert	Anniston
Reynolds, Myrtle	Commerce
Ridge, James Walter	Aquilla
Ristig, Pauline Christena	Benton
Robbins, Ella	Portageville
Robbins, Ida	Portageville

Robbins, Lela Eva Lena	Portageville
Robinson, Bertha Ellen	Irondale
Rockwell, Jeanette	Fults, Illinois
Rockwell, May	Fults, Illinois
Rogers, Nina Lynn	Cape Girardeau
Ross, Linnett	Cape Girardeau
Rowe, Ruth	Charleston
Rudert, Edwin George	Tilsit
Russell, Addie	Cape Girardeau
Russell, Katherine Ina	Bellevue
Russell, Elizabeth	Bellevue
Sample, Emma Elizabeth	Pocahontas
Sample, John Glen	Lutesville
Schenimann, Harry Roy	Neely's Landing
Schnurbusch, Leo	Apple Creek
Schrader, Ella	Cape Girardeau
Schrader, Otto Charles	Cape Girardeau
Seabaugh, Autie Leo	Patton
Seabaugh, Beatrice	Cape Girardeau
Seabaugh, Myrtle	Cape Girardeau
Sebastian, Edward	Cape Girardeau
Sebastian, Edna	Cape Girardeau
Shackelford, Benjamin Estill	Cape Girardeau
Shackelford, Harvey	Cape Girardeau
Shaner, Katherine Marie	Cape Girardeau
Shaner, Melville Wesley	Bonne Terre
Sharp, Mattie Belvie	Cape Girardeau
Shelton, Ethel Kate	Caledonia
Shelton, Nettie Beth	Cape Girardeau
Shivelbine, William	Cape Girardeau
Short, Clyde	Fruitland
Short, James Allen	Senath
Shy, Joseph January	Black
Sides, Oscar Robert	Jackson
Siebs, Armin Hermann	Hermann
Sitzes, Robert Esther	Bessville
Smith, Harry Price	Pontiac, Illinois
Smith, Virgil Allen	Caledonia
Snider, Carrie	Millerville
Snider, Narcissa Rosebud	Jackson
Snider, Samuel Harrison	Malden
Snyder, Elizabeth	Cape Girardeau
Snyder, Maude Gaines	Desloge
Specking, Bernard Comer	Creve Coeur

Spence, Elbert LaFayette	Kennett
Spreckelmeyer, Charlotte	Berger
Spreckelmeyer, Florence	Berger
Stearns, Ohmer Francis	Millerville
Stearns, Pearl	Millerville
Steele, Basse	Steele
Steele, Ethel Stone	Charleston
Stevens, Orel Dell	Cape Girardeau
Stevens, Ruby Ruth	Cape Girardeau
Stevens, Snowda	Cape Girardeau
Stevenson, Hugh Roy	New Wells
Steward, Charles Elmer	Puxico
Stewart, Thomas James	Doniphan
Strickland, George Halbert	Festus
Summers, Grace Isola	Whitewater
Sutton, James Elvis	Ellington
Swilley, Cinda Lee	Portageville
Taylor, Henry Smith	Cape Girardeau
Taylor, Viola Elizabeth	Cape Girardeau
Terry, Bunney Ellen	St. Louis
Thompson, Maude Sarah	Cape Girardeau
Toney, George	Piedmont
Townsend, Frank Edgar	Belgrade
Turner, Margaret Grace	Sunlight
Tweedy, Myrtious	Acorn Ridge
Underwood, Berda Mae	Fredericktown
Van Amburg, Essie Marie	Advance
Van Amburg, Clara Sarrah	Advance
Van Cleve, John Darwin	Cape Girardeau
Van Cleve, Thomas Curtis	Cape Girardeau
Vandeven, Walter	Cape Girardeau
Vandivort, Leon	Cape Girardeau
Vandover, Nellie	Valley Park
Vanetten, Vivian Gray	Cape Girardeau
Vasterling, Louise Marguerite	Cape Girardeau
Vaughan, Ada	Cape Girardeau
Vinyard, Blanche	Jackson
Vogelsanger, Helen	Cape Girardeau
Vorbeck, Edythe Marguerite	Cape Girardeau
Wagner, Wilson Gustav	Neely's Landing
Walker, Hazel	Cape Girardeau
Wallach, William Joseph	Fenton
Walther, Bertha	Cape Girardeau
Wease, Ethel Violet	Victoria

Wedekind, Martin	Tilsit
Welborn, Verna	Cape Girardeau
Welker, Webster Adolphus	Bessville
Welker, Wilber Marion	Bessville
Wells, William Franklin	Marble Hill
Whitaker, Drusilla	Wrightville
White, Charles Johnson	Kimmswick
Whitelaw, Barrett Rodney	Cape Girardeau
Whitledge, William	Shawneetown
Whitney, Margaret Leon	Kennett
Whitney, Kirkland Carra	Kennett
Whittaker, Nola Ellen	Cape Girardeau
Wiethop, Martha	Mehlville
Wiley, Edward Orlando	Ellington
Wiley, James Alvin	Ellington
Wiley, Ressie	Belgrade
Wiley, Charles Franklin	Belgrade
Wilkening, William Theodore	Appleton
Will, Albert John	Cape Girardeau
Williams, Roberta Ellen	Caledonia
Williams, Josephine Ruth	Cape Girardeau
Williams, Paul Raymond	Cape Girardeau
Williams, William Jasper	Cape Girardeau
Williamson, Robert Foster	Puxico
Wilson, Adelaide	Cape Girardeau
Wilson, Emma Anatole	Cape Girardeau
Wilson, Mary Margaret	Cape Girardeau
Wilson, Berta Lavena	Cape Girardeau
Wilson, Kate Flemming	Cape Girardeau
Wilson, Charles Greene	Cape Girardeau
Wilson, Robert Virgil	Cape Girardeau
Wolters, Elma	Cape Girardeau
Wood, William Lorton	Cape Girardeau
Woods, Augusta Lavona	Jackson
Woody, Anna Marie	Cape Girardeau
Woody, Geraldine	Cape Girardeau
Wright, Sarah Elva	Cape Girardeau
Wyatt, Howett Etta	Campbell
Wylie, Leah Emeline	Sikeston
Young, Leugenia	Hornersville
Yount, Essie May	Ironton

SUMMARY.

Number of students attending regular session	562
Number of students attending summer session, 1906..	292
Number of students attending both sessions	854
Number of students counted twice	77
Number of individual students attending during the school year, 1906-1907	777
Number of pupils in the Training School.....	182
Total number of students and Training School pupils..	959

SUMMARY BY COUNTIES AND STATES.

Reynolds	8	St. Francois	24
Bollinger	28	Ste. Genevieve	8
Butler	13	St. Louis	25
Cape Girardeau	292	Scott	16
Carter	1	Stoddard	38
Crawford	1	Shannon	1
Dent	3	Washington	27
Dunklin	48	Wayne	30
Franklin	10	Douglass	3
Gasconade	15	Lincoln	1
Iron	8	Maries	1
Jefferson	50	Randolph	1
Madison	12	Mercer	1
Mississippi	22	St. Charles	2
New Madrid	16	Clark	2
Oregon	3	Cedar	1
Pemiscot	14	Texas	1
Perry	24	Livingston	1
Ripley	9		

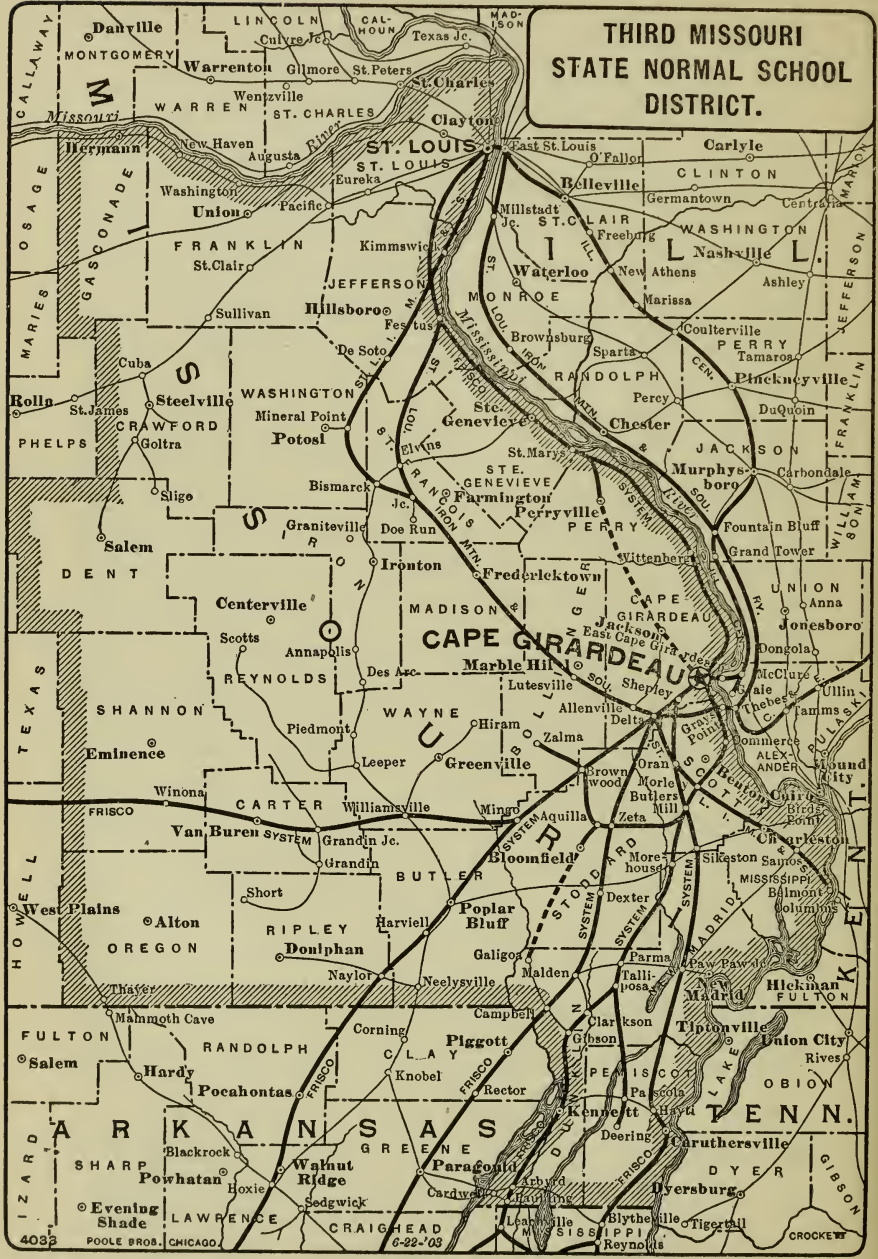
STATES.

Missouri	760
Illinois	10
Arkansas	5
Kentucky	2

ATTENDANCE SINCE THE ORGANIZATION.

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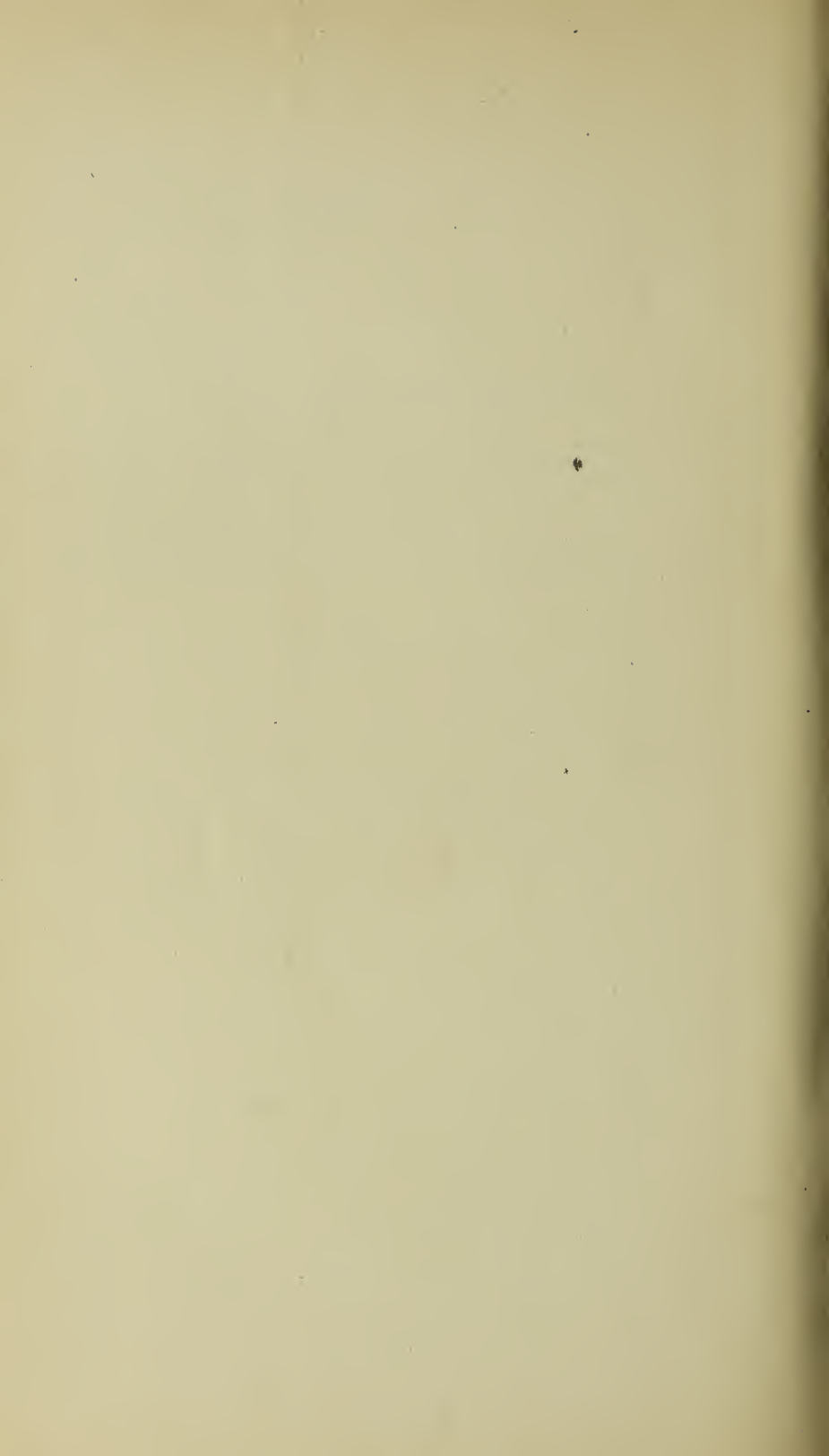
THIRD MISSOURI
STATE NORMAL SCHOOL
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